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ABSTRACT

This is a manual for trainers in the Puerto Rican history and culture training program which helps to prepare drug abuse workers for dealing with the Puerto Rican community. A general structural and procedural overview of the training program begins the manual. Various instructional techniques and organizational problems are discussed. The learning modules in the manual covers the following issues: (1) Puerto Rican stereotypes: (2) Puerto Rico's geography: (3) Indian, Spanish and African cultures that formed the Puerto Rican nation: (4) the United States' relationship with Puerto Rico: (5) Puerto Rican migration to the mainland: (6) the employment situation in the United States: (7) the Hispanic origins of the Puerto Rican family: (8) "Nuyorican" culture: (9) racism in Puerto Rico and the United States: and (10) problems and issues in dealing with Puerto Rican drug abusers. Also included is a module of sample client case studies and intervention strategies. The final module provides the trainer with information on evaluation of trainee learning, program evaluation, and program closure procedures. (Author/APM)

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PUERTO RICAN HISTORY AND CULTURE

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TRAINER MANUAL

PUERTO RICAN HISTORY AND CULTURE

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FOR TRAINING
AND RESOURCE DEVELOPMENT

National Institute on Drug Abuse
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This training program has undergone several developmental stages since 1974, when it was first offered by the New York Division of Substance Abuse Services Bureau of Training and Resource Development in New York City. Since then, the content has been revised to reflect the needs of substance abuse staff in acquiring more knowledge and skills in treating their Puerto Rican clients. The current training package reflects a synthesis of historical information about the formation of Puerto Rico, its unique relationship with the United States, and the social, cultural, and political forces which affect treatment of Puerto Rican substance abusers.

Puerto Rican History and Culture: A Short Overview represents the combined efforts and resources of many concerned individuals and institutions in their attempts to further the cause of inter-ethnic communications between the Puerto Rican minority and the society at large, specifically between the Puerto Rican substance abuser and the mental health settings.

Many individuals and institutions have contributed and made this program what it is today, particularly all the trainees who, through their participation and constant feedback, have made this course an ever-changing, living document that reflects the everyday concerns, conflicts, struggles and triumphs experienced by the Puerto Rican substance abuser and his/her counselor. Without this support or participation, the program becomes merely a compilation of articles, statistics, and historical information; trainees are the most important element . . . the human element.

Those individuals from the New York Division of Substance Abuse Services who have contributed to this program include Walter M. Higley, II. Director, Anne Hubbard, Ph.D., Deputy Director, Robert Detor, Director of Training, Gail Norman, William Cole, Lee Harrison, Instructional Developers, and Felice Schulman-Marcus, Evaluator.

We would also like to acknowledge the contributions of the Puerto Rican Tourism Development Corporation for the use of their excellent slide collection; The American Museum of Natural History and the Museo del Barrio for their contributions to the visual aspects of the course.

In addition, special thanks for the contributions and endorsement of the National Association of Puerto Rican Drug Abuse Programs (NAPRDAP), particularly Frank Espada and Omar Bordatto for their revisions and additions to the course. Also thanks to Oscar Camacho for his assistance in the development of the "Counselor's Guide to Do's and Don'ts," and to Joe Conzo for the preparation of the tape "Puerto Rican Music." In addition, a note of appreciation for the staff of the National Drug Abuse Center for Training and Resource Development, especially Beth (B.J.) Gillispie for her assistance on the final preparation and reproduction of the course.

The Puerto Rican History and Culture Course is one of the first products of its kind that has been developed within the National Manpower and Training System. One of the reasons it was selected, aside from its relevance to imporving treatment provided to Puerto Rican clients, was to offer it as one possible model for use in training other persons involved in the treatment of minorities. It is hoped that this course will inspire others to develop similar courses for other minority groups, and that this investment in similar courses felt by the Manpower Training Branch/National Institute on Drug Abuse and the National Manpower and Training System will be continued.

PROGRAM DESCRIPTION

OVERALL GOALS	To help participants to . . . understand the importance of geographical, historical, cultural and racial factors in the development of the Puerto Rican nation and their impact on Puerto Ricans today, and how this relates to the experiences of Puerto Rican substance abusers. develop sensitivity to problems and issues facing Puerto Rican clients and their implications for counselor intervention and possible treatment planning.
AUDIENCE	Counselors, interviewers, administrators or others working with Puerto Rican clients in a treatment center, an early intervention setting, or substance abuse related program in the community or school system.
NUMBER OF TRAINEES	Recommended optimum training audience size is 20-25 persons per trainer.
CONTENT	Stereotypes about Puerto Ricans discusses some specific stereotypes and their origin, and their impact on our expectations of and interactions with Puerto Rican clients. Historical Background highlights aspects of the geographical features and the Indian, Spanish and African influences in the development of the Puerto Rican nation and the impact of these socio-cultural factors on Puerto Ricans today. Puerto Rican Migration to the U.S. discusses factors contributing to the migration, Puerto Rico's unique socio-political relationship to the U.S., and Puerto Rican culture in the U.S. Problems of the Puerto Rican Substance Abuser synthesizes previous learning about the cultural heritage of Puerto Ricans in an exploration of the issues, problems and factors which contribute to substance abuse among Puerto Ricans in the U.S. and the affect on their treatment. Sample Case Studies of several Puerto Rican addicts provide a framework for analyzing the socio-cultural problems involved in assessment, counselling and treatment intervention.

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RATIONALE & PURPOSE

RATIONALE

Drug addiction is one of the major problems confronting the Puerto Rican people in both Puerto Rico and the United States. Although statistics are not readily available, the severity of the substance abuse problem within the Puerto Rican communities is generally acknowledged by professionals in the field of medicine, psychology, and substance abuse. This problem is compounded by the low percentage of Puerto Rican drug abusers who enter treatment, regardless of treatment modality, and the high rate of treatment non-completion. In order to better understand the causes of this phenomenon, the Puerto Rican communities both on the Island of Puerto Rico and in the United States must be studied, since the Puerto Rican substance abuser is a product of both, often having one foot on the Island and the other in the continental United States.

Clearly, the Puerto Rican substance abuser confronts the same issues and problems as the Puerto Rican people as a whole: low educational status, lack of job skills, unemployment, poverty, cultural-linguistic alienation, a general identity crisis, and racism. Added to this are the issues and problems of the substance-abusing population in general, that is, the social stigma of begin an addict or ex-addict, a criminal record, poverty, and often health problems resulting from an addictive life style. This, then, creates the problem of a minority group within a minority, i.e., the Puerto Rican substance abuser.

PURPOSE

This program is intended to aid both Puerto Rican and non-Puerto Rican staff who deal with substance abusers to acquire a better understanding of and empathy for the social, cultural, historical and political forces affecting Puerto Rican substance abusers. It is also intended to aid substance abuse treatment staff evaluate their approaches to the treatment of their Puerto Rican clients.

This program is an innovative, although not unique, attempt at gathering and synthesizing current historical, cultural, clinical and therapeutic information and literature concerning the status of the Puerto Rican communities in Puerto Rico and the United States. The program is designed to:

- describe the current status of the Puerto Rican nation on the Island and in the United States, and the relationships of these communities to the Puerto Rican substance abuser.
- identify those problems and issues that arise in treatment as a result of the Puerto Rican substance abuser's cultural and linguistic heritage.
- provide structured training experiences for treatment staff to improve their skills in analyzing case studies and designing and implementing effective intervention strategies for their Puerto Rican clients.
- discuss realistic changes that can or should be implemented at the intervention level to attract, effectively treat, and rehabilitate the Puerto Rican substance abuser.

This manual, supplemented by the slide presentations, and the audio recordings "Puerto Rican Obituary," and "Puerto Rican Music" contains all the necessary instructions and materials for delivering the training program Puerto Rican History and Culture: A Short Overview.

INTENDED AUDIENCE

This program is designed for both Puerto Rican - Latino, as well as non-Puerto Rican - Latino, counselors, interviewers, clinical supervisors, administrators or others working with Puerto Rican - Latino clients in a substance abuse treatment center, an early intervention setting, or substance abuse related program in the community or school system.

Although this is the primary target population, the program has applicability in such non-treatment settings as schools, social service agencies, non-substance abuse medical facilities, (i.e. hospitals, day care centers, etc.) and cultural awareness community programs.

It is recommended that the training population be ethnically and/or racially mixed to increase the exchange of culturally common denominators and differences. It is also recommended that audiences be composed of supervisory as well as treatment personnel. This will facilitate the empathy and support of the supervisors in their staffs' attempts at modification of treatment and/or intervention strategies on behalf of their Puerto Rican - Latino clients.

PROGRAM GOALS AND OBJECTIVES

GOALS

Overall Goals

The overall goals of this program are to help participants to:

- understand the importance of geographical, historical, cultural and racial factors in the development of the Puerto Rican nation and their impact on Puerto Ricans today, and how this relates to the experience of Puerto Rican substance abusers.
- develop sensitivity to the specific problems and issues facing Puerto Rican clients and their implications for counselor intervention.

OBJECTIVES

Overall Learning Objectives

Upon completion of this program participants should be able to:

- be critically aware of stereotypes and myths about the Puerto Rican people that may influence their treatment of Puerto Rican substance abusers.
- discuss the geography of the Island of Puerto Rico, emphasizing its historical importance as a military outpost for the Caribbean and the Latin American regions.
- describe the relationship of the Indian, Spanish and African heritages in the formation of the Puerto Rican nation.
- discuss the issues of ethnic versus racial identifications of the Puerto Rican on the Island and in the United States.
- describe the Puerto Rican migration to the United States, and its impact on employment, the Puerto Rican family, and various aspects of the Puerto Rican culture in the United States.
- identify the critical problems evidenced in case studies of Puerto Rican clients.
- explain the implications, ramifications, and/or special difficulties of the case study situation as it relates to the Puerto Rican substance abuser.

- prepare appropriate intervention strategies for the cases presented.

NOTE: The test at the end of this program has been designed to correspond to these overall learning objectives. The specific objectives for each module were developed from these overall learning objectives, prioritized, and then test items were written for those specific objectives with the highest priority. Therefore, not all specific module objectives are tested by post-test. The acquisition of specific module objectives by trainees can be assessed in other ways besides a paper and pencil test. For additional suggestions, see the section on Evaluation (pp. 158) at the end of this manual.

TRAINER CHARACTERISTICS

This program focuses on attitudes and values in addition to imparting empirical knowledge and upgrading human relations skills. It is essential, therefore, that the trainer be skilled in training dynamics, especially those involved in organizing and presenting clear, concise lecture/discussions and facilitating small group interactions.

Due to the specific nature of the program, it is important that the trainer be a Puerto Rican - Latino and have extensive knowledge in the following areas:

- the history and culture of the Puerto Rican people on the Island and in the United States, with a clear understanding of the special relationship of the two.

- the issues and concerns facing the Puerto Rican people in the United States, such as: bilingual education, family patterns, sex roles, the changing society, identity crisis, etc.

- substance abuse and substance abuse treatment and intervention programs as they apply to the Puerto Rican substance abuser.

- the needs of the general Puerto Rican population as well as the substance abusing population and how these needs often parallel each other.

To facilitate the possibility of non-Puerto Rican - Latino trainers delivering the program, it is suggested that a team approach be used: a Puerto Rican - Latino trainer the first day (primarily lecture and cultural information) and a non-Puerto Rican - Latino deliverer the second day (clinical issues).

TRAINER/ TRAINEE RATIO

Trainer/Trainee Ratio

Recommended: 1 Trainer, 20-25 Trainees

This program relies heavily on lecture/discussions followed by structured individual and small group activities. Optimally, one trainer can interact effectively with 20-25 trainees. (Due to the nature of the small group activities, a minimum group size of 6-9 trainees is recommended.) As this number increases, changes must be made in the nature and extent of:

- discussion trainees can engage in

- analysis and feedback a trainer can provide to each trainee

- small group interactions and sharing of ideas, alternate approaches, etc.

TRAINING RESOURCES

TRAINING RESOURCES

In addition to this Trainer's Manual you will need the following program materials and supplies:

	AV Equipment:
1. Resource Manual (for trainer only)	
2. Trainee Manuals	
3. Slide-Tape Programs: "The Geography of Puerto Rico: The Caribbean Setting" "Pre-Aruacan & Aruacan Cultures" "Colonization of Boriken and Destruction of the Taino Nation" "Afro-Boricua Contributions to Puerto Rico" "Hispanic Influence on the Architecture and Arts in Puerto Rico"	2x2 slide projector projection screen audio cassette player
4. Film "Salsa"	16 mm. motion picture projector, projection screen
5. Tapes: "Puerto Rican Obituary" "Puerto Rican Music"	audio cassette player
6. Miscellaneous Materials: 3x5 file cards to note stereotypes on clear overhead transparency film, newsprint, chartpads and/or blackboard	
7. Evaluation forms (see section on Evaluation)	

TIMING & PROGRAM DELIVERY

TIMING & DELIVERY

The standard timing for delivery of this program is two, eight-hour sessions. However, it could be delivered in other time formats to meet an organization's needs, or the needs of the training population. Other schedules could be built session-by-session, or in four, four-hour sessions, etc.

A time schedule has been included to show the timing and sequence of this program when given in a two-day format. Time for individual modules can be varied depending on the interest and experience of the training population, provided all the required content is covered.

PROGRAM SCHEDULE FOR 2-DAY DELIVERY

DAY I

9:45-10:30 **Stereotypes of Puerto Ricans**

This session encourages participants to explore the stereotypes and myths they may hold or have encountered in others surrounding the Puerto Rican. A brief lecture covers the nature and effects of stereotyping. Group discussion is aimed at discovering the origin and "kernel of truth" of specific stereotypes and refuting misconceptions.

10:30-12:30 **Geography & Historical Background of the Puerto Rican Nation**

Mini-lecture/discussion periods will provide an introduction to the geographical features of the Island and highlight aspects of the Indian, African and Spanish influences in the development of the Puerto Rican nation. Slide presentations provide a colorful overview of the influences of these cultures that live on today in the music, religion, architecture and language of Puerto Rico today. Reference materials are provided for participants' reading that summarize key aspects of this session.

1:30-5:00 **Puerto Rican Migration to the United States**

Through lecture and discussion, participants will learn about factors contributing to the migration, and Puerto Rico's unique socio-political relationship to the United States. The Puerto Rican culture in the United States will become clearer in discussions of the living situation, family life, socialization, and culture of the Puerto Rican in the United States. A film and an audio recording of an expressive poem enrich this session.

DAY II

9:15-11:00 **Problems of the Puerto Rican Substance Abuser**

Through lecture and discussion, participants have an opportunity to synthesize what they have learned about the cultural heritage of the Puerto Rican in the United States and to explore issues, problems, and factors contributing to substance abuse among Puerto Rican clients that must be considered in treatment and/or early intervention.

A Sample Case History & Treatment Plan

In this session, participants begin to apply the information and understanding they have been acquiring in a sample case presentation. Small groups are asked to discuss the problems they see related to the Puerto Rican client's addiction and treatment.

1:00-4:15 **Case Studies**

This experiential session revolves around individual and small-group participation. Participants work with a series of sample case studies. In each case study they are to identify and analyze critical issues and problems facing the client. Participants in each small group discuss their responses and alternative intervention strategies. These are then shared with the large group for maximum input and ideas for participants to take home with them.

4:15-5:00 **Evaluation and Wrap-Up**

There is a brief, written self-assessment at the end of the program so that, first, participants can check their understanding of some of the historical, social, and cultural factors discussed, and, second, trainers can determine the strengths and weaknesses of the program.

Module and Delivery Timing	Pages in Trainer Manual	Pages in Trainee Manual
Day 1: Morning		
I. Registration and Overview (45 min.)		
II. Stereotypes About Puerto Ricans (15 min.)		
III. Geography of Puerto Rico: The Caribbean Setting (20 min.)		
IV. Indian, Spanish & African Cultures: The Formation of the Puerto Rican Nation (70 min.)		
V. The American Occupation of Puerto Rico: The Struggle for Self-Determination Continues (30 min.)		
Day 1: Afternoon		
VI. The Migration to the Mainland: The Diaspora of the Puerto Rican Nation (60 min.)		
VII. The Employment Situation in the U.S. (60 min.)		
VIII. The Hispanic Origins of the Puerto Rican Family & The Americanization of Puerto Rico: The Broken Family in New York (60 min.)		
IX. The Nuyorican: Aspects of the Developing Culture in the U.S. (60 min.)		
Floating Module		
Racism in Puerto Rico (15-30 min.)		
Day 2: Morning		
X. Specific Problems & Issues in Dealing with the Puerto Rican Substance Abuser (105 min.)		
XI. Sample Client Case Studies and Intervention Strategies: Part I (60 min.)		

Module and Delivery Timing	Pages in Trainer Manual	Pages in Trainee Manual
Day 2: Afternoon		
XI. Sample Client Case Studies and Intervention Strategies: Part II. (210 min.)		
Wrap-Up and Evaluation		

TRAINING PREPARATION

TRAINING PREPARATION

Before training is to take place, you should thoroughly review all the materials in this manual and the suggested resources. Study the Resource Manual carefully, and look up the reference books suggested to clarify any area you are unsure of. There is a great deal of information in this program, and it will require careful study and consideration to master it thoroughly enough to explain it all clearly to others. After your initial study, periodically update yourself. Be aware of new publications, news items and other resources to keep yourself and the program current. Then, immediately before you deliver the program, review the module descriptions carefully to reacquaint youself with:

- the overall objectives of each module
- the content, specific objectives, trainer/trainee activities, timing of the module and needed equipment and materials
- possible questions, controversies, and content back-up notes
- the technical aspects of setting up and operating any equipment necessary (read pp. 17-22, the Audiovisual Guide).

ADVANCED READINGS

There is a packet of articles (found in the Resource Manual) which should be sent to trainees approximately one month before the start of the training program. These articles will give the trainees a background in the material to be discussed in the training program. A cover letter has been included with the articles to give the trainees an outline of major points of each article.

SUPPLEMENTAL TRAINING ACTIVITIES

In order to enhance the impact of this training program, you may wish to add a number of cultural experiences to the program such as walk through the Puerto Rican section of your city, a visit to a Puerto Rican market, or a sampling of Puerto Rican cuisine. The following discussion provides some information on foods, shops, religion, and agencies which serve the Puerto Rican community.

1. Where do Puerto Ricans Live?

In the late 1940's a great number of Puerto Ricans migrated to the United States mainland, primarily to New York City. In the 1950's this migration spread to other industrial centers, such as Chicago, Philadelphia, New Jersey, and the seasonal migrant labor population has continued to add number of Puerto Ricans settling near or around these areas. Although contracted to return to the Island when they finished work, many of these migrant workers and their families stayed and began the slow process of building a life for their families in the United States.

They concentrated mainly in the Middle Atlantic states; however, there are considerable numbers of Puerto Ricans in Ohio, Illinois, California, Florida, Louisiana, and Washington, D.C. In all these areas Puerto Ricans, as many immigrants before, have tended to group themselves in certain areas - these can vary from one apartment building, to a complex of buildings, from a ten block area to eventually a barrio or ethnic community. These barrios tend to become cultural-linguistic centers where Puerto Ricans attempt to duplicate the back home Island culture.

While all these communities share a common language (Spanish) and culture, they may vary in terms of rate of acculturation, language dominance, economic status, and problems. The following is a partial list of states and cities where there are Puerto Rican communities of considerable size:

New York: Buffalo, Rochester, Syracuse, Albany, New York City, Yonkers, Long Island, Staten Island, Dunkirk, Utica, Newburgh

New Jersey: Jersey City, Petterson, Hoboken, Passaic, Perth Amboy, Camden, Vineland, Davey, Newark and Lakewood

Pennsylvania: Philadelphia, Harrisburgh, Bethlehem, Lancaster, Reading

Florida: Dade County

California: Los Angeles, San Francisco

Massachusetts: Boston, Springfield, Worcester

Illinois: Chicago, Evanston

Ohio: Cleveland, Lanain, Akron, Canton, Cincinnati, Columbus, Dayton, Lima, Toledo, Youngstown

2. **Puerto Rican Food** If you find yourself in any one of these locations, you may wish to sample some of the flavor of the Puerto Rican experience by visiting the local diner which can usually be found in any of these cities. You may have to do some hard looking, but you will find at least one. Perhaps you would like to have your trainees go to lunch or dinner. You may start by ordering a nice Cuba Libre (rum with coke), or cold rice beer with a few bacalaitos (codfish fritters).

Rice and Beans Puerto Ricans eat a great deal of rice dishes along with beans as a staple. You may wish to try Arroz con Pollo (rice with chicken), Arroz con Habichuelas (rice with beans), Arroz con Gandules (rice with pigeon beans), or Arroz con Calamares (rice with cuttle fish - may be black to dark grey - but really delicious). There are infinite varieties of yellow rice with meat, fish, and bean combinations. The beans can be red, pink, speckled, white, black, kidney, or petit (dried peas).

Bananas Bananas are also used a great deal. Try the fried plantain chips (tostones) or the green boiled bananas as a vegetable. Yellow plantains are also available and are sweet and tasty. Green bananas are used in the making of the Puerto Rican pasteles (ground green bananas stuffed with stewed ground pork and then boiled).

Pork The Puerto Rican community eats a great deal of pork and pork products; almost every part of the pig is used for food. Try lechon asao (split roasted pork). The Puerto Rican version of "soul food" is called chichifritos or cuchiflitos. These are cooked in a spicy sauce and eaten especially after a long night of partying. Try the morcillas (blood sausages), chicharon (fried Pork), or pernil (roast shoulder of pork). Not to be missed are the chuletas fritas (fried pork chops).

Other Meat Puerto Ricans are also fond of cabrito guisado (stewed young goat), carne guisada (beef stew) and carne mechada (pot roast stuffed with chorizos - sausages). White rice and beans with Gandinga guisada is a combination of liver, heart and other organ parts in a tomato sauce.

Vegetables Puerto Ricans eat a great deal of root vegetables that are very similar to potatoes. These are yautia (shasheem), ñame (no English version) potatoes. Yams, malanga (no English version), apio (celery root), yuca (manioc) are supplemented by calabaza (pumpkin), cayote (no English version), pana pen (bread fruit) and quimbonbos (okra) and verenjena (eggplant).

Puerto Rican cuisine uses many of these ingredients in fritters such as rellenos de papas (fried potato stuffed with meat), bacalaitos (codfish - flour fritters), empanada or pastelillos de carne (meat filled flour patties) or bunelos de name (fried name fritter).

Seafood

Seafood is a big favorite with coastal Puerto Ricans. You may wish to sample langosta guisada (stewed lobster), cangrejos en salmerejo (land crab meat in a spicy sauce), pescao en escabeche (live fish marinated in vinegar, olive oil with whole garlic, basil leaves, peppercorns, capers and olives), and a delicacy - pescao frito (whole fried fish - including the head). A seafood staple in all Puerto Rican neighborhoods is bacalao (dried codfish). You can have it boiled with native vegetables in a serenta (codfish salad) or guisao with white rice, as with corn meal (funche) or asao (roasted).

Dessert

The end of your feast makes way for dessert. Many Puerto Rican desserts use coconut as a base and many other little known Caribbean fruits. All restaurants will offer flan (egg custard in caramel sauce) and consquitos de guayaba conqueso (guava shells with cream cheese or country style cheese - queso del pais). You can also sample the dulce de lechoza (green papaya) preserves, dulce de coco (green coconut preserves) or puding de pan (bread pudding).

Beverages

Non-alcoholic drinks are made from native fruits. There is jugo de guanabana (sweet syrup nectar), guarapo de cana (sugar cane juice), melao (a molasses based drink), or jugo de guayaba (guava nectar). Mango nectar will also be served as well as papaya juice. After dessert you will no doubt have cafe con leche (coffee with boiled milk). You may want it prieto or negro (expresso).

These are only a few of the delights to be found in these restaurants. The food is a unique blend of Indian, Spanish and African ingredients, and reflects the community's multi-racial and multi-cultural heritage.

3. Grocery Stores

In the smaller communities outside of New York City you will find small grocery stores - bodegas. These will have most of the products and ingredients that are the staples of the Puerto Rican diet. You will also no doubt want to visit the local botanicas. These are quasi-religious - pharmacy like establishments that serve as centers for folk medicine and spiritualist counselor centers.

Of all the many well known Puerto Rican areas in the U.S., El Barrio is recognized as the heart of the Puerto Rican New York community. Here is found the famous La Marqueta (world of mixed linguistic origin signifying the market place, the true word in Spanish is el mercado). There is a collection of stalls running from about 110th street to 116th street, between Park and Madison Avenues in the heart of Spanish Harlem. The very famous botanica Santa Barbara is found here.

4. Religion

You will see the syncretism that exists between Indians, Spanish and African religions in the statue of Christ and the Virgin along with the spirit of the Congo, Chango (an African god), and native American Indians (guardian spirits). You may even spy a smiling Buddha with burning candles and incense tucked away in a little corner of the room.

The Yoruba pantheon tends to be more seen and felt where there has been an influx of Cuban, Afro-Cuban religious elements.

PUERTO RICAN AGENCIES

Besides informal visits to such areas, you will want to look for Puerto Rican agencies that serve these communities. The foremost place you should orient yourself to are the offices of the Commonwealth of Puerto Rico. The following are some of the locations in the United States.

Chicago:
Office of the Commonwealth of Puerto Rico
734 North Lane
Salle Street
Chicago, Illinois 60611
Director: Ruben Nazario

New Jersey:
Office of the Commonwealth of Puerto Rico
10-16 Broad Street
Key Point, New Jersey 07735
Director: Juan Andujos

Massachusetts:
Office of the Commonwealth of Puerto Rico
Park Square Building
31 Jones Avenue
Boston, Mass. 02116

New York City:
Office of the Commonwealth of Puerto Rico
304 Park Avenue South
New York, New York 10010
Director: Felix Rodriguez-Capo

Rochester, NY:
Office of the Commonwealth of Puerto Rico
74 West Main Street
Rochester, New York 14614
Director: Charles Roals

Hartford, Conn.:
Office of the Commonwealth of Puerto Rico
179 Allyn Street
Hartford. Conn. 06103
Director. Pedro Oscar Nieves

(The Camden, NJ office will soon be relocating to Philadelphia.)

PUERTO RICAN TREATMENT AGENCIES

Only recently have Puerto Rican conceived and operated programs evolved in the communities with substantial numbers of Puerto Rican drug abusers. These programs, although slow in developing, eventually came about because of a realization that standard programs, regardless of their technical "modality," failed to meet the specific needs of Puerto Rican clients. Specially tailored programs now exist in many parts of the country. Except in areas with heavy concentrations of Puerto Ricans (such as New York City), these programs are not exclusively Puerto Rican, either in staff, orientation or clientele, but there is a dominant Puerto Rican presence.

These programs understand the cultural differences of Puerto Rican clients and incorporate them into their treatment milieu. Program personnel, understanding these cultural nuances, can appeal to them or point out problems inherent within them. These programs offer a broad range of support - counseling, family counseling, job placement, etc. - all within the client's chosen environment.

Puerto Rican-oriented programs provide a wide range of treatment modalities, though there has recently been a tendency to curtail methadone maintainance or other chemotherapy. What particular type of programs are available in a given locale, or even whether a Puerto Rican oriented program is available at all, will differ from city to city.

The following is a list of Puerto Rican-oriented programs throughout the nation:

NORTH END DRUG ABUSE
2345 Main Street
Springfield, Mass. 01107

PHOENIX HOUSE
253 West 73rd Street
New York, N.Y. 10023

PRIMERA PARADA
19-A Ripley Street
Worcester, Mass. 01610

PROJECT CONTACT-PRIDE
SITE
371 East 10th Street
New York, N.Y. 10009

PROCEED
301 Elizabeth Avenue
Elizabeth, N.J. 07206

PROJECT ERAH
33 Charter Oak Place
Hartford, Conn. 06106

PROJECT RETURN
443 Park Avenue South
New York, N.Y. 10016

P.R.O.M.E.S.A.
1776 Clay Avenue
Bronx, N.Y. 10457

PUERTO RICAN HISPANIC YOUTH
216 West 102nd Street
New York, N.Y. 10025

RENAISSANCE PROJECT, INC.
481 Main Street
New Rochelle, N.Y. 10801

RESURRECTION REHAB. CENTER
1216 Hoe Avenue
Bronx, N.Y. 10459

SAMARITAN HALFWAY HOUSE
118-21 Queens Blvd.
Forest Hills, N.Y. 11375

ST. LUKE'S HOSPITAL
DETOX PROGRAM
Amsterdam & 114th Street
New York, N.Y. 10025

LINCOLN HOSP. DETOX PRO.
349 East 140th St.
Bronx, N.Y. 10454

TASC PROGRAM-COOK CO. D.
1439 S. Michigan Avenue
Chicago, Ill. 60605

UNITED BRONX PARENTS
810 East 152nd Street
Bronx, New York 10455

TASC PROGRAM (COP) DADE (
1321 N.W. 13th Street
Miami, Fla. 33125

EXODUS HOUSE
309 E. 103rd Street
New York, N.Y. 10029

ANDROMEDA
1823 18th St. N.W.
Washington, D.C. 20009

BASTA
728 West 17th Place
Chicago, Ill. 60613

CENTRO de CAMBIO
3007 24th St.
San Francisco, Cal. 94110

CENTRO PAIAN
520 West Lehigh Avenue
Philadelphia, Pa. 19133

CONCILIO HUMAN SERV.
656 Massachusetts Ave.
Boston, Mass. 02118

CROSSROADS, INC.
48 Howe Street
New Haven, Conn. 06501

C.U.R.A., Inc.
75 Lincoln Park
Newark, N.J. 07102

IBERO-AMERICAN ACTION
21-27 Philander St.
Rochester, N.Y. 14605

ESPADA, INC.
219 E. 115th Street
New York, N.Y. 10029

MORA NARCOTIC REHAB. FOUND.
1230 Park Avenue
New York, N.Y. 10028

ENTER, INC.
254 E. 112th St.
New York, N.Y. 10029

EVANSTON COMPREHENSIVE DR.
2040 Brown Avenue
Evanston, Ill. 60201

GAUDENZIA, INC.
[illegible]0 E. School House Lane
Philadelphia, Pa. 19144

HISPANIC AMER. COUNCIL INC.
313 N.W. 35th St.
Miami, Fla. 33127

HISPANIC COALITION OF FLA.
553 N.W. 35th St.
Miami, Fla. 33127

HISPANIC COUNSELING CRT.
95 Main Street
Hempstead, N.Y. 11550

HOGAR CREA, INC.
14 E. 60th Street
New York, N.Y. 10022

HOGAR CREA, INC.
St. 848 Km. 09 Box 547
Saint Just, Puerto Rico

JOINT DRUG PROGRAM
1028 S. 9th Street
Milqaukee, Wisc. 53204

LAKE SHORE CORP. IV
104 Maryland Street
Buffalo, N.Y. 14201

LAS VEGAS FAMILY ABUSE CTR.
3929 Chang Street
Las Vegas, Nevada 89110

LATION DRUG COUNSELING CTR.
612 West National Ave.
Milwaukee, Wisc. 53204

LATION YOUTH DRUG INTERV.
1809 S. Loomist Street
Chicago, Ill. 60608

LINCOLN COMM. MENTAL HLTH
781 East 140th St.
Bronx, New York 10454

PUERTO RICAN AGENCIES IN NEW YORK CITY

Since the major concentration (over 60 percent) of the Puerto Rican population is located in New York City, you may wish to communicate with some of the better known agencies that service the community. The following is a partial list of organizations that work primarily with Puerto Ricans.

1. Service

The National Puerto Rican Forum Inc.
450 Park Avenue South
New York, NY 10016
Director: Manuel Bustelo
(212) 685-2311

This is a non-profit community service organization, conducts veterans programs, skills training programs, job referral services and English as a second language programs (B.O.C.T.).

The Puerto Rican Family Institute
116 West 14th Street
New York, NY
(212) 924-6320

Offers medical and counseling aid to newly arrived Puerto Rican families, also has information on social service agencies.

Puerto Rican Legal Defense & Educational Funds, Inc.
95 Madison Ave.
New York, NY 10016
(212) 532-8470

Aids Puerto Ricans in need of legal aid and Puerto Rican students who are pursuing careers in the field of law.

2. Museum

Museo del Barrio
1230 5th Avenue
New York, NY 10029
(212) 831-7272

A non-profit organization that is devoted to the preservation and perpetuation of Puerto Rican culture in New York City. It exhibits old and recent works of art as well as photography, poetry readings, workships for the community school age children and adult educational programs.

3. Education

In the areas of education, you can write to John Jay College of Criminal Justice, 445 W 59th Street, New York, NY 10019, (212) 489-5183, for information on their Puerto Rican Studies Department. More closely related and dedicated to the needs of the Puerto Rican college student is Universidad Boricua in Washington, D.C. and Boricua College on 2875 Broadway, New York, NY. 10025, (212) 865-9000, (President - Dr. Victor Alicea), and Hostos Community College, 475 Grand Concourse, Bronx, NY. (212) 960-1200.

These organizations work primarily with Puerto Ricans on the post-secondary level of education. They are bi-lingual, bi-cultural, and staffed by Puerto Rican professors and lecturers.

Aspira of America
22 East 54th Street
New York, NY
(212) 688-7414

Aspira Incorporated
296 5th Avenue
New York, NY
(212) 244-1110

These agencies are geared towards high school students. They counsel five remedial programs so that students can finish their high school career and prepare for college.

4. Arts — In the areas of folklore and fine arts you may write to:

The Puerto Rican Dance Theater
215 West 76th Street
New York, NY
(212) 724-1195

The Puerto Rican Folklore Fiesta Inc.
173 East 116th Street
New York, NY
(212) 427-8582

5. Bookstores — There are several good bookstores that have informational books, teaching aids, and bi-lingual materials geared towards the Puerto Rican - Latino community. The following are a few of the better known bookstores.

Macondo Bookstore
221 West 14th Street
New York, NY 10011
(212) 741-3108

The Bilingual Publications Company
1201 Braodway
New York, NY 10001
(212) 685-3459

Puerto Rican Heritage Publications
150 5th Avenue, 4th Floor
New York, NY 10011
(212) 924-3775

Las Americas Bookstore - Anaya Publishing
37 Union Square West
New York, NY 10003
(212) 255-8700

AUDIOVISUAL (AV) SUPPORT SYSTEM

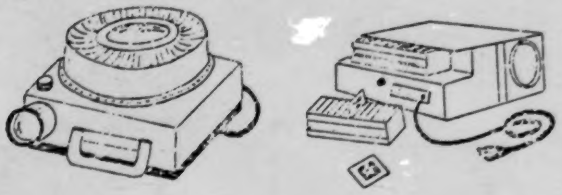
AV SUPPORT SYSTEM

The AV equipment you will need has been noted beside the audiovisual program materials. Here are some equipment specifications you should keep in mind in planning your program.

SLIDE PROJECTOR

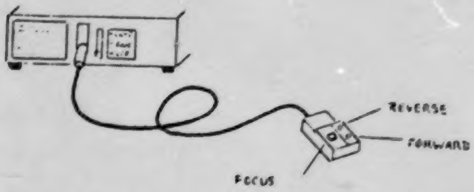
Slide Projector

You will need a slide projector capable of projecting "2x2" photographic slides. "2x2" refers to the size of the slides. These are standard size slides that most people are familiar with. You can use a circular carousel tray and projector or a straight-loading version as shown below.



REMOTE CONTROL

You should also have a remote control to facilitate advancing the slides on cue.



LENSES

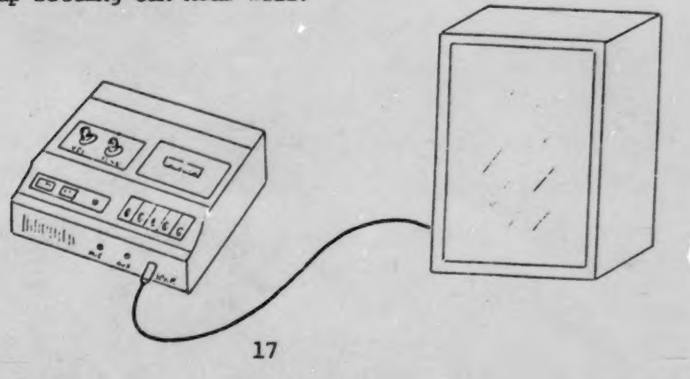
If you will be showing your presentations in a normal conference or meeting room, your projector should be equipped with a zoom lens to allow you to adjust the image to a size appropriate to the size of the room, the screen, and your audience. If the program will be used in a small room or individual learning facility, you may need a shorter focal length lens such as a 2-3 inch lens, instead.

AUDIO CASSETTE PLAYER

The sound track for the slide-tape programs is recorded on audio cassettes. The main criterion is that you use a cassette tape player (or tape recorder) with adequate sound quality and volume for the size of your room and audience.

SPEAKER

Some high-quality cassette players have adequate built-in (internal) speakers for small conference rooms. But, be sure you check your equipment out in advance. Know its capabilities and limitations. In many cases, you should use an external speaker to assure that everyone in a group setting can hear well.



CUES

The audio tapes have been recorded with audible cues (tones) that tell you when to advance the projector to the next slide. (That's where the remote control device comes in handy. Every time you hear a tone, you just push the "advance" button.)

> Technical Note: Synchronizing the Slides and Tape
>
> If you have the necessary synchronizing equipment to record silent advance cues (electronic pulses) on the tape, you can do so. The audio narration is recorded on only one side of each audio cassette. Therefore, you can record pulses on the alternate tracks or "back side" of your tape. Consult the manuals that came with your equipment for specific instructions.

OPERATING THE SLIDE-TAPE PROGRAMS

INTRODUCTION

This section provides specific instructions for operating the slide-tape programs utilized in this training program. You should set up all your audio-visual equipment and materials in advance as previously discussed. Specifically, you should:

1. Focus the projector on the first slide so it is all ready to go.
2. Advance the audio tape to the beginning of the narration. The first cue you hear will be the signal to advance to slide no. 2. So, back the tape up a bit so that participants have about five seconds to focus on slide no. 1 when you turn the program on.
3. Audio. If your tape unit requires warm-up time, be sure you turn the power on ahead of time, so that sound quality is good from the start.
4. Turn on the slide projector first, then start the tape. Listen for the audible cues. Advance the slides immediately when you hear a cue. Follow the script the first few times until you become familiar enough with the program to know what narration goes with what visual and you can anticipate the slide changes for smooth transition. Timing is essential!

   These programs are designed so the narration and visuals are interdependent. If you are early or late in advancing the slides, or if you get them "out of synch," it will be difficult for trainees to follow your message and the programs will be far less effective in terms of learning.

VIEWING PROJECTED MATERIALS

INTRODUCTION

There are several guidelines for setting up a training room for optimum viewing of projected materials. Try to take these into account when planning visual presentations and scheduling your room.

VIEWING GUIDELINES

Arrange chairs so view is not blocked by pillars, other participants' heads, etc.

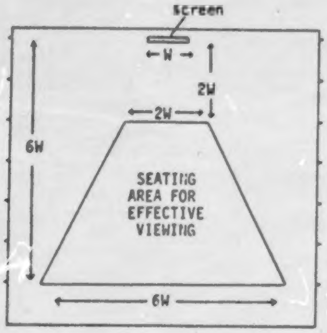
Place front row of chairs no closer to the screen than two screen widths. (Example: with a 5' screen, start chairs 10' away from screen.)

Place last row of chairs no farther than 6 screen widths away. (Example: with a 5' screen, rows should be 30' deep.)

Raise screen high enough that the image is projected over viewer's heads (check the ceiling of your room). In large rooms, look for a ceiling of 10' or more; in small rooms, 8' may be adequate.)

Make each row of seats no wider than its distance from the screen. (Example: if row 2 = 10' away, that row should be 10' wide.)

SEATING GUIDE



W = width of screen

COMMENT

Of course, you don't always have as much control as you'd like over the training environment. At least try to make sure no one is sitting in a blind spot (front corners too near screen). And, if your ceiling isn't high enough to project over the heads of your audience, try a clear center aisle for projection and stagger the chairs so no one is directly behind another person. Sometimes you can get the best viewing area by setting up the screen in a corner and projecting diagonally across a room (the longest distance across a room). Do the best you can! The most important thing is to plan ahead!

AV PRESENTATION CHECKLIST[1]

INTRODUCTION

Here is a general checklist of tips and considerations in preparing for AV presentations.

AV CHECKLIST

Light Control

___ Can the room be darkened sufficiently?

___ Can room lights be dimmed or switched independently (to darken area over screen only, for example)?

___ Do electrical outlets still have power when the lights are turned off?

Power

___ Are outlets conveniently located, or will extension cords be needed?

___ Consider traffic areas in room. Are cords safely out of the way or taped down securely?

___ Are adaptors needed for 3-prong plugs?

Acoustics

___ Will sound carry to all parts of the room without an annoying echo?

___ Will there be interference from noisy mechanical equipment or sounds outside the room?

Door

___ Plan for people to come and go during the presentation.

___ Is the screen arranged so light from doors will not hit it?

Projector

___ Are the needed projectors available?

___ Have you proper lenses, stands, electrical cables and reels?

___ Are lenses clean?

___ Is equipment running okay?

___ Is the sound system okay? (Turn on power to 16mm projector ahead of time to warm up the exciter lamp for the sound track.)

___ Have you checked the remote control switches and cords?

___ Do you have lenses of the correct focal length to fill the screen?

___ Do you have vital spares on hand: lamps, fuses, repair kit?

___ Can stand-by equipment be available?

Projection Stand or Booth

___ Is it high enough to clear heads?

___ Is it wide enough for all equipment?

Projection Stand or Booth

___ Is it the right distance from the screen?

___ Is it rigid and level?

Afterwards

___ Are films and tapes rewound and all AV materials in their respective containers?

___ Are slide trays securely locked and returned to covered boxes?

___ Did you wind attached cords evenly, starting at the projector, and tuck them into the appropriate receptacle in the projector case?

___ Are cables wound evenly, in "gentle" loops, and tied or taped to hold them?

___ Are projectors in their cases?

___ Have you collected all equipment, program materials, tables, cables, and supplies?

OVERVIEW OF MODULE DESCRIPTIONS

MODULE DESCRIPTIONS	Each module contains the following information: • time • a statement of purpose • learning objectives • location of pertinent materials in the Trainee Manual • a description of all training resources (including films, slide programs, handouts, etc.) needed to deliver the module • a description of the training strategy • a content outline • notes to the trainer
SEQUENCE	Each module has been designed to be interdependent, each one depending on the preceding one. Therefore, it is important that you deliver the modules in the sequence suggested in the program schedule.
NOTE	NOTE: There is one module, Racism and Puerto Ricans, which may be inserted any time during the program when trainees ask questions concerning this issue. If trainees do not raise the issue of racism, the trainer should insert this discussion at an appropriate time. This may be most effective in the context of a discussion on the rise of the class structure during the 17th and 18th century, particularly with reference to the "petit bourgeoisie." It is very important, however, that you deliver this floating module before modules 9, 10, and 11.

ENDNOTES

1. Adapted from Mack Rowe, et al. "The Message Is You: Guidelines for Preparing Presentations." (Washington, D.C.: Association for Educational Communications and Technology).

MODULE I

REGISTRATION & OVERVIEW

TIME

Module Time: 45 minutes

REGISTRATION

PURPOSE

The purpose of a registration period is to assist the group to come together, to socialize, and to complete the registration procedures as needed.

ACTIVITIES

Activities

Greet trainees as they arrive and ask them to sign in on the attendance list. Accurate attendance records are important.

If you do not have a completed application form from a trainee, have him/her fill one out.

Check off each trainee on your participation list if you have one.

PROGRAM OVERVIEW

PURPOSE

The overview of the program serves several important purposes:

- You want to introduce the program and yourself to the trainees.
- Further, you want to help trainees introduce themselves to one another, break down the strangeness, and become comfortable in the setting.
- Management issues, such as attendance, time boundaries, restrooms, refreshments, breaks, places for lunch, etc., should be explained at this time.

ACTIVITIES

Activities

Introduce yourself and describe something about your background as it relates to your delivering this training program. Ask trainees to introduce themselves, describing their jobs, clients and expectations of this training program.

Give trainees directions to restrooms, restaurants, etc. Discuss the arrangements for coffee. Outline the time schedule, including breaks, and stress the importance of trainees' being on time. Participants who are late not only hurt themselves, but they disrupt the rest of the group - holding everyone up, interrupting them, or asking questions about matters already covered, for example.

Give an overview of the program, outlining the general goals and content. Discuss the purpose and content of the trainee's manual. Suggest to the trainees that they will not have to take detailed notes on all presentations. Tell them that you will point out specific sections of their manual that cover the points being discussed. (Don't forget to do so!)

Remind trainees that they should read the articles sent to them in the mail. Trainees should have read these articles prior to modules X and XI and should bring their articles and manual to all parts of the program.

REMEMBER! Learning is encouraged in a friendly, supportive atmosphere. In training activities like this one, trainees should be at ease with each other and the trainer(s). Establish an atmosphere that will

ACTIVITIES

encourage frank and honest interchanges of information and feelings. The success of your training will depend heavily on everyone's ability to actively participate, make suggestions and comments, give honest feedback, etc. The ability to listen actively is as important as active participation in a group. Active listening requires a certain degree of respect and mutual consideration for one another.

A simple group introduction activity can facilitate the establishment of a climate for open exchange of information. Ask each trainee to introduce him/herself and give a short description of his/her job background. This exchange in a low-risk, supportive climate will set the mood for further exchange of information.

You should also be aware that most people coming to a training session do so thinking it will be a "back to school" experience. They may assume traditional roles of "lecturer" (or teacher) and "listener" (or student). Often they take a passive, receiving type of attitude which they feel is correct and appropriate in the "traditional" school setting. The trainer can foster a more informal, communicative and sharing atmosphere by simply arranging chairs in circles or at tables instead of in traditional rows.

TRAINING RESOURCES

Training Resources

- Trainee Manuals

PUERTO RICAN HISTORY & CULTURE: A SHORT OVERVIEW

SCHEDULE

DAY I

8:30 - 9:15	Registration
9:15 - 9:45	Introduction
9:45 - 10:30	Stereotypes of Puerto Ricans
10:30 - 12:30	Geography of Puerto Rico & Historical Background of the Puerto Rican Nation
12:30 - 1:30	LUNCH
1:30 - 5:00	Puerto Rican Migration to the U. S.
	Relation to U. S.
	Living Situation in U. S.
	The Family
	Culture

DAY II

9:00 - 9:15	Reception
9:15 - 11:00	Problems of the Puerto Rican Substance Abuser
11:00 - 12:00	A Sample Case Study & Treatment Interventions
12:00 - 1:00	LUNCH
1:00 - 4:14	Client Case Studies
	Identifying and Analyzing Critical Issues and Problems Facing the Puerto Rican Substance Abuser
	Alternative Intervention Strategies
4:15 - 5:00	Evaluation and Wrap-up

MODULE II

MODULE II: STEREOTYPES ABOUT PUERTO RICANS

TIME

Module Time: 45 minutes

PURPOSE

Purpose

The purpose of this module is to increase trainee's awareness of how myths and stereotypes shape attitudes and to encourage them to explore their particular attitudes about Puerto Ricans.

LEARNING OBJECTIVES

Learning Objectives

By the end of this module, trainees will be able to:

- describe what a stereotype is, including how it originates and establishes expectations of behavior and attitudes that can falsely guide one's perceptions of, and actions/reactions to, the stereotyped person(s).
- list at least five stereotypes or myths they have heard about Puerto Ricans.
- discuss the possible origin or "kernel of truth" of selected stereotypes.

TRAINEE MANUAL

Trainee Manual

pp. 11

TRAINING RESOURCES

Training Resources

3x5 file cards for trainees to jot down stereotypes.

TRAINING STRATEGY

Training Strategy

You may wish to introduce this session with a discussion of the formation of stereotypes in general. (See the Resource Manual for content). Stress that stereotypes may be negative or positive and that they tend to change with time and circumstance (e.g., the Japanese were seen as warriors and enemies during World War II, but today they are seen as hardworking, industrial giants of the East - one of America's most important allies).

Ask why and how stereotypes developed about other ethnic/racial minorities in this country. See if the process is the same for Puerto Ricans. Stress that some stereotypes have a "kernel of truth," but that the application of this "kernel of truth" across the board to all Puerto Ricans rapidly discredits such statements. Also, point out that some of the kernels of truth that may have once applied to some Puerto Ricans no longer do, since the community has changed a great deal, and many individuals in that community may have adopted American cultural norms and behavior patterns.

Give out small, white index cards, and instruct the trainees to write down any stereotypes that they have heard about Puerto Ricans. Collect the cards and read them out loud so that you and the group can discuss and share information about how they think these developed. (If there are other Latinos or Southern Europeans in the group, ask them if these were ever applied to their minority groups and how they coped with it.) See if they can make some observations or preliminary projections as to the sorts of problems such stereotypes might cause the Puerto Rican community.

ALTERNATIVE ACTIVITY

Alternative Activity

If the trainees are not hesitant to verbally express the stereotypes, ask the group to call out those they have heard. As they do, write them out on the blackboard or newsprint under the appropriate headings.

Ask the trainees how they think these stereotypes apply to all or some Puerto Ricans. If there seems to be a kernel of truth to some particular stereotype (e.g., "Puerto Ricans are baby machines"), explore the applicability of such a kernel of truth today as the community incorporates more American ways of life (acculturation).

If there are Puerto Ricans in the group, ask if they are willing to acknowledge internalizations of stereotypes as they apply to themselves - do some Puerto Ricans have stereotypes about other Puerto Ricans?

ALTERNATE TRAINING STRATEGY

Alternate Training Strategy

If the group seems fairly open and responsive, do not mention stereotypes openly. Ask them to express any views, criticisms, thoughts or ideas that they have about Puerto Ricans. Write these comments out on newsprint or the blackboard. After this, have a discussion around the applicability of such comments to all Puerto Ricans today.

Finally, stress that we must look at stereotypes reflected in these views, for they may color the treatment of Puerto Rican substance abusers to the point that counselors' expectations of a client may (1) be reflected in his/her own behavior; and (2) in the long run, stereotypical expectations may bring about such behavior in her/her client, thus reinforcing the stereotype in both their minds (the self-fulfilling prophecy). Also, a counselor having a certain stereotype such as "Puerto Ricans can't learn English," may lower the expectations that he/she has for his/her client and limit the consequent treatment plan.

CONTENT OUTLINE	NOTES TO THE TRAINER
For Lecture	
A. Myths & Stereotypes	Emphasize that all stereotypes have a kernel of truth. Point out some positive stereotypes and give examples of myths and stereotypes in general.

TRAINER NOTE

The intent of this module is to allow the trainees to anonymously express any opinions, thoughts, ideas, or comments they have heard about Puerto Ricans in general. This is a very sensitive area where time will have to be allowed for the trainees to feel comfortable and secure enough to share things thay may imply they have negative ideas about Puerto Ricans. Reassure the group that the exercise is anonymous and that we are here to share, explore and explode some of these stereotypic thoughts, ideas and/or opinions.

Stress that we should look at stereotypes reflected in these views, for they may color the treatment of Puerto Rican substance abusers to the point that counselors' expectations of a client may (1) be reflected in her/his own behavior, and (2) in the long run, stereotypical expectations may bring about such behavior in her/his client, thus reinforcing the stereotype in both their minds (the self-fulfilling prophecy). Also, a counselor having certain stereotype such as "Puerto Ricans can't learn English," may lower the expectations that she/he has for her/his client and limit the consequent treatment effectiveness.

TRAINER NOTE

Note: A list of stereotypes that have been generated during this module in the past can be found on page 1.2 of the Resource section of this manual.

MODULE III

GEOGRAPHY OF PUERTO RICO: THE CARIBBEAN SETTING

TIME

Time: 20 minutes

PURPOSE

Purpose

The purpose of this module is to orient trainees to the general panorama of the Caribbean Sea and the island groups, and to the geography of Puerto Rico in particular.

LEARNING OBJECTIVES

Learning Objectives

By the end of this module, trainees will be able to:

- Identify on a map the Caribbean Sea in relation to the Atlantic Ocean, and North, Central and South America.
- Identify the major land masses or island groups in the Caribbean.
- Locate Puerto Rico on a map of the Caribbean.
- Describe the major topographical features of the Puerto Rican island group.
- Discuss the close proximity of Puerto Rico to the United States, and to other countries, and the significance of its location.

TRAINEE MANUAL

Trainee Manual

pp. 13

TRAINING RESOURCES

Training Resources

Slide Program: Geography of Puerto Rico: The Caribbean Setting (10 mins.)

TRAINING STRATEGY

Training Strategy

This module employs a mini-lecture, illustrated with maps of Puerto Rico and the Caribbean, and a slide program to provide a colorful overview of the topographical features of the Island.

MINI-LECTURE

1. Mini-Lecture

Deliver a brief, mini-lecture covering the key factors of interest, as indicated in the Content Outline which follows. Utilize the maps and reference materials (pp.   ) to clarify your remarks.

SLIDE PROGRAM

2. Slide Program

Introduce the purpose of the program: (a) to provide a colorful overview of the topographical features of the Island; and (b) to give trainees a feeling for the rich variation in climate and setting.

Let the trainees know there is a handout in their folder summarizing the key points so they need not try to take notes in the darkened room.

Run the program. (Specific instructions are given in the section "Audio Visual Guide, pp.   .)

SUMMARY

3. Summary

Sum up the key points for emphasis and discuss questions trainees may have.

III. Geography of Puerto Rico: The Caribbean Setting

CONTENT OUTLINE	NOTES TO THE TRAINER
For Mini-Lecture	
A. The Caribbean Sea	Describe for the trainees how the three names - West Indies, Antilles and Caribbean - came into use after the discovery of the area.
B. The Islands	
1. The Bahamas	
2. The Greater Antilles	
3. The Lesser Antilles	
C. Puerto Rico	Emphasize that Puerto Rico is a group of islands comprised of Puerto Rico, Vieques, Culebra and Mona. Mention that Vieques is inhabited by Puerto Ricans, but Culebra has been expropriated for use as military practice site at the expense of the inhabitants. Above all, make sure that the trainees understand the strategic position of Puerto Rico (gateway to the Indies). Emphasize the strategic importance to the Spanish empire and to the United States in terms of: (1) its centralized location between North, Central and South America; (2) its close proximity to communist Cuba; (3) its proximity to the Panama Canal; (4) recently discovered mineral deposits (high-grade copper in the Cordillera Central) and oil in the territorial waters of Puerto Rico.
1. Topography	
2. Central location in the Caribbean	

GEOGRAPHY: CARIBBEAN SETTING

Slide Script

Slide 1	(FOCUS ON THIS SLIDE)
Slides 2 thru 5 (rapid advance)	*In this program we shall sample some of the geographical features of Puerto Rico. *You'll find it an Island of vivid contrasts and beautiful vistas . . . *from rolling hills to arid countryside, to traditional towns and modern cities . . . *this is Puerto Rico.
Slide 6	The Caribbean Sea is one of the largest branches of the Atlantic Ocean. Its total area is 750,000 square miles, about the size of Western Europe. The islands in the Caribbean form a chain, or archipelago, 2,500 miles long.
Slide 7	The West Indies, as they are called, are divided into three major groupings: The Bahamas, an archipelago covering an area of 4,400 square miles, extending southeast of Florida . . . The Greater Antilles, including the greater land masses of Cuba, Jamica, The Dominican Republic and Puerto Rico . . . and the Lesser Antilles, the large number of small islands curving southeast of Puerto Rico.
Slide 8	Puerto Rico is the eastern-most group of islands of the Greater Antilles and includes Mona, Vieques and Culebra Islands. It measures 111 miles from east to west by 36 miles from north to south. Puerto Rico's total land area is 3,435 square miles . . . about the size of Connecticut.
Slide 9	Puerto Rico occupies a strategic location. It lies approximately sixteen hundred miles southeast of New York, 1,000 miles southeast of Miami, 550 miles north of Caracas, Venezuela, and 500 miles east of Cuba. Its central location between North, South and Central America, at the entrance to the Caribbean, has given Puerto Rico strategic military importance since the beginnings of Spanish colonization. It remains vital to American economic, military, and political influences in this area today.
Slide 10	The topography of the Island is extremely varied. The interior coastal plane begins to flow as one moves inland . . .
Slide 11	. . . with gracefully undulating, wave-like hills.
Slide 12	These ascend gradually to the Cordillera Central.
Slide 13	The Cordillera is a mountain range that stretches from east to west through the center of the Island. Its tallest peak is El Yunke, which means the Anvil. This peak rises almost 4,000 feet above sea level.
Slide 14	Much of the mountain is covered by rain forests.
Slide 15	Abundant rainfalls cause lush, tropical vegetation to flourish.
Slide 16	These frequent rainfalls over most sections of the Island have also created over 1,000 water courses like this beautiful falls pictured here.

Slide 17	Only about fifty of these water courses are large enough to be called rivers. And all of the rivers are short. None of them are navigable with large ships.
Slide 18	Along the north coast of the Island is a level strip of coastal plane about 100 miles long by 5 miles wide. It holds more than half of the urban population, including the capital city of San Juan.
Slide 19	San Juan was founded in 1521. Many parts of the city retain the traditional architectural styles, reminders of its Hispanic history.
Slide 20	In contrast are the newer buildings of a bustling, modern metropolis. The population of San Juan is over 463,000 according to 1970 figures. And the total metropolitan area has over 851,000 residents.
Slide 21	Most of Puerto Rico's hotels and tourist spots like this modern structure are clustered on the north coastal plain, in or near San Juan. About half of Puerto Rico's net income is generated from San Juan, and 40% of the Island's commerce and factories are located there.
Slide 22	Sugar cane, once a key product on the north coast, has declined. But dairy farming and cultivation of pineapples and other fruits continues.
Slide 23	The east coast valley stretches south from Fajardo . . . the largest town in the area, to Cape Mala Pasqua.
Slide 24	The area is dotted with villages like this one near Naguabo.
Slide 25	This area is mostly agricultural. You will find here sugar cane production . . .
Slide 26	. . . and coconut groves . . .
Slide 27	. . . fruits and domestic animals are also raised here.
Slide 28	The east coast valley is growing as a tourism center because of its fine beaches and pleasure boating facilities.
Slide 29	Going inland a ways, we find these scenes from the Caguas Valley located in the Island's east central area.
Slide 30	Sugar cane, tobacco, and other agricultural products are common.
Slide 31	The Caguas Valley is also known for its poultry and dairy products.
Slide 32	The semi-arid south coast produces one-fourth of Puerto Rico's sugar cane and is the site of the Island's new petrochemical complex. Ponce, with a population of 159,000 is the Island's second largest city and its urban focul point.
Slide 33	This modern industrial plant outside the city is part of the petrochemical complex near Ponce.
Slide 34	By contrast, we move to the sugar cane fields. Since sugar cane production is so essential to this region, let's take a closer look at how it is produced. Here you see a recently planted sugar cane field.
Slide 35	Here, the harvested sugar cane is being loaded into oxen carts, the old-fashioned way . . . still practiced in many parts of the Island today.
Slide 36	By contrast, these growers are using modern mass production techniques for harvesting . . .
Slide 37	. . . loading the cane . . .

Slide 38	. . . and transporting the harvested cane.
Slide 39	Once loaded, the cane is transported by rail to the processing plant.
Slide 40	Sugar is processed in mills called "centrales." This is a modern central near Toa Baja.
Slide 41	The typical cane worker lives in very simple housing much like the one being built here.
Slide 42	The cane worker's family usually includes 2 to 5 children. Before industrialization, it was common to have 5 to 6 children.
Slide 43	Surrounding Ponce are many small cities and towns.
Slide 44	In the center of town, you're apt to find a broad tree like this one in the village square which has probably shaded many a conversation and friendly gathering.
Slide 45	In the small cities surrounding Ponce you'll find an open-air market, or mercado, like this one in Aalinas.
Slide 46	Here you have a small colmado, or grocery store, loaded with fresh produce, including large bunches of green bananas.
Slide 47	Vendor's stalls line the streets.
Slide 48	It's time for school to begin and the children line up to enter the small school building typical of these villages.
Slide 49	West of Ponce, the southern hill country is semi-arid and sparsely populated.
Slide 50	This region is devoted largely to sugar cane, fruits, and dairy farming.
Slide 51	And, finally, we come to the humid north hills of Puerto Rico.
Slide 52	This region is inhabited by about 25,000 people and is planted in tobacco, coffee, corn and beans.
Slides 53 thru 58 (rapid advance)	*Well, we hope this short presentation has given you a feeling for the geography of this land we call Puerto Rico. *The terrain is as varied and rich as its culture and its people . . . *from its rolling coastal planes to the Cordillera mountain range, *from arid grazing lands to lush tropical rain forests. This is Puerto Rico.
Slide 60	BLACK SLIDE

MODULE IV

INDIAN, SPANISH & AFRICAN CULTURES: THE FORMATION OF THE PUERTO RICAN NATION

TIME:

Time: 1 hour, 10 minutes.

PURPOSE

Purpose

The purpose of this module is to provide an overview of the relationship f the Indian (aruacan), Spanish and African heritages in the formation of the Puerto Rican Nation, its culture and ethnicity.

LEARNING OBJECTIVES

Learning Objectives

Upon completion of this module, trainees will be able to:

- Identify the three major racial groups that formed the Puerto Rican nation.
- Identify their linguistic and cultural contributions to the Island.
- Identify the highlights of the 15th - 17th centuries of Spanish colonization of Puerto Rico.
- Identify the most significant events in the 19th century that led to the formation of a national Puerto Rican consciousness and the emergence of Puerto Rican nationalism.

TRAINEE MANUAL

pp. 19

TRAINING RESOURCES

Training Resources

Slide Programs

"Pre-Aruacan & Aruacan Cultures"	(10 mins.)
"Colonization of Boriken and the Destruction of the Taino Nation"	(6 mins.)
"Afro-Boricua Contributions to Puerto Rico"	(6 mins.)
"Hispanic Influence on the Architecture And Arts in Puerto Rico"	(6 mins.)

Reference Sheet: "The Pre-Aruacan and Aruacan Cultures of Puerto Rico: Summary of Key Points in Slide Program"

NOTE: The most complex terms in all the slide shows are located in the program on the Pre-Aruacan and Aruacan Cultures so a reference sheet has been developed to help the trainees during the slide program. It is on page_____ of the Trainee Manual.

TRAINING STRATEGY

Training Strategy

This module employs a series of slide-tape programs interspersed with mini-lectures to provide trainees with an overview of:

- The Indian cultures of the "New World" prior to the arrival of the Europeans.

- The flow of Indian migrations from Asia and the North American continent to South America and the Caribbean.

- The contributions of three racial groups (Indian, Spanish, African) to Puerto Rican history and culture.

- The main highlights of the 17th, 18th and 19th centuries in Puerto Rico, including the most significant events in the 19th century, which led to the formation of a national Puerto Rican consciousness and the rise of Puerto Rican nationalism.

TRAINING ACTIVITIES

Mini-Lectures

Deliver a brief, mini-lecture before each slide program, covering the key factors of interest, as discussed in Module III. Content outlines are provided to guide your mini-lectures. The scripts of the slide programs and the readings in the Resource section may also help in planning your presentations.

Slide Programs

Introduce the purpose of each program, and highlight the key points trainees should direct their attention to.

Draw attention of the trainees to the corresponding sections of their manual.

Run each program, reading the scripts articulately. Follow the programs by discussions of questions and points of emphasis.

Historical Lecture

Following the delivery of all the slide programs, give the lecture on the 17th century in Puerto Rico. A content outline is provided to guide your remarks.

TRAINER NOTE

There is a lot of content to be delivered in this module. Be prepared for many questions from trainees and watch your time carefully.

It is important to give the trainees an idea why we study the history and geography of the Island and how the two are closely intertwined. The following notes will give you some suggestions on points to make to the trainees.

Although the Caribbean Islands all have common denominators in terms of climate, topography, flora and fauna, Puerto Rico's geographical setting - mid-point between North, Central and South Americas - at the "Gateway to the Indies" has come to play a major role in its historical development.

In the Spanish Colonial Empire, the Island was to be a military fort to guard the gold and silver ladened Spanish galleons as they came from Peru and Mexico on their way to Spain. It is ironic that although seen as the "poorest" of Spain's colonial possessions, the name of the Island came to be Puerto Rico, meaning Rich Port.

The geography of the island was also to influence the development of agriculture. The hot humid coastal plains were devoted to the cultivation of sugar as Africans were imported together with their cultural, linguistic influences which are still evident today. Coffee and tobacco were grown in the more temperate mountainous interior and had a direct influence on the formation of the Indo-European Jibaro populations of those areas.

In the late 19th and early 20th century Puerto Rico's geographical setting was again the scene of economic and cultural clash: Puerto Rican culture vs. American Anglo-Saxon culture...Spanish vs. English... an agrarian society vs. industrialization. This has led many to view Puerto Rico as the "Bridge between Cultures" - that of Latin America and North America.

IV. INDIAN, SPANISH & AFRICAN CULTURES:
THE FORMATION OF THE PUERTO RICAN NATION

Mini-Lecture A - Introducing Slide Program "Pre-Aruacan & Aruacan Cultures . . . "

CONTENT OUTLINE	NOTES TO THE TRAINER
Pre-Aruacan & Aruacan Cultures of Puerto Rico	Since most of the information is covered in the slide-tape program, you will not need to lecture at length. Give a brief mini-lecture introducing and highlighting the key points in the slide-tape program.
1. Aborigines	
2. Tainos	
a. The Taino world b. Social-political class structure	Be sure to read the content section in the Resource Manual. Be ready to answer questions and to clarify or define any unfamiliar Indian or Spanish vocabulary.
c. Taino religion	The terms Pre-Aruacan(Araucan) and Aruacan (Araucan) are both correct spellings and can be used interchangeably. These terms can also be replaced by the word Pre-Columbian. The terminology used throughout the training program is the personal preference of the program developer.

Mini-Lecture B - Introducing Slide Program "Spanish Colonization . . . "

CONTENT OUTLINE	NOTES TO THE TRAINER
Spanish Colonization of Boriken and the Destruction of the Taino World 1. Historical background 2. Early colonization	Give a brief overview of the need for European traders to find a new route to the Eastern markets, since the Moslem empire imposed heavy tarrifs on goods coming through Turkish trade routes. Mention the Spanish throne's need for gold as the prime motivator for colonization after discovery.
3. Taino rebellions	Much of the information is covered in the slide-tape program. Emphasize how the destruction of the Taino population, the depletion of gold deposits, and Spain's need to keep Puerto Rico as a military outpost motivated the cultivation of sugar as a staple crop, which, in turn, led to the importation of African slaves to Puerto Rico.
4. Cultural contributions of the Tainos	Use this as an introduction to the next slide. Before you leave this section, mention the Taino influence in the Island's: 1. music (maracas & guiro) 2. population (early interracial marriage - mestizo children) 3. names for localities and rivers 4. foods, drinks 5. flora and fauna

CONTENT OUTLINE	NOTES TO THE TRAINER
Mini Lecture C - Introducing Slide Program "Afro-Boricua Contributions . . . "	
Black Slavery in Puerto Rico	Since most of this information will be covered in the slide program, a short introduction will do.
1. Economic impetus for importation of slaves	Using the last slide program as a take-off point, give a brief overview of the economic impetus for Black slavery.
2. African origins of Puerto Rican slaves	Emphasize the origins of the Black slaves brought to Puerto Rico (Yoruba-Mandingo) and the results of the forced Christianization, and its meaning for the future of the budding nation. Note that the African influence is stronger than the Taino. Focus on the African influences in food, music (drums, bomba, plena and baquine), and, foremost, race (the rise of mulatto children in the colony).
3. The Catholic Church and African slaves	Emphasize the Catholic Church's role in institutionalizing elements of racism in Puerto Rican history and culture and its sanctification and approval of enslavement of Africans.
4. The life of slaves	Explode the myth that Spanish slave systems were "different" or "less inhumane" than Anglo-French systems. There were no happy, contented slaves in Puerto Rico. Explore this later in the session dealing with racism in Puerto Rico.
5. Slave quarters	
6. Slave laws and punishments	
7. Contributions of Black slaves to Puerto Rican culture	
Mini-Lecture D - Introducing Slide Program "Hispanic Influence . . . "	
Spanish Cultural Contributions to Puerto Rico	Stress that while there are elements of Indian and African cultural, linguistic, and racial traditions in evidence in Puerto Rico, the Island is basically a Hispanic country.
1. Evidence of Indian and African cultural, linguistic and racial elements.	
2. But Puerto Rico is basically a Hispanic country.	Point out that Hispanic legacy does not begin with the discovery of Boriken by Columbus but begins with the earliest developments in the Iberian penninsula and was transferred to the Caribbean by the Spanish settlers.
3. Early Hispanic legacy came to Caribbean by Spanish settlers.	

CONTENT OUTLINE	NOTES TO THE TRAINER
4. Spanish language as the core of identity	Stress that the Spanish language is the core of identity not only for the Hispanic islands of the Caribbean but also for the Hispanic republics of Latin America.
5. There are other influences besides architecture, arts and crafts.	Stress that the slide program highlights the Spanish contribution to the architecture arts and crafts of the Island, but that the contributions of the Spanish culture are evidenced in other areas of Puerto Rican life, such as food, religion, customs, etc.

Historical Lecture

The 17th Century in Puerto Rico

1. Background 2. Socio-political developments in Europe and the Caribbean	Point to Spain's political, economic and military decline in Europe as a prime motivator for other European powers to begin settlement of the Caribbean islands. Point out how Spain's mercantilist policies led to the development of the "Cattle and Contraband" period in Puerto Rican history.
3. The Cattle & Contraband Period (1750-1815)	Point out that through this illegal trading with French, English and Dutch powers, the Puerto Rican people began to expand culturally by interacting with these foreign countries.
4. The development of class structure a. Administrative-Ecclesiastical-Military Tri[illegible] b. The merchant classes	In discussing the class structure that developed in the colony, emphasize the Spaniards' disdain for native-born whites (criollos), free Blacks, mulattos, and anyone who was not born in Spain. Demonstrate this by explaining that no one in the military, ecclesiastical, administrative, or merchant classes were criollos or nonwhite. Emphasize the dominatin of the countryside by the landed aristocracy, who were also Spanish-born whites. In the late 18th century some of these hacendados (land barons) were reactionaries from Spain's and France's former colonies. As such, they were for separation from Spain and their taking control of the Island, not for the freedom of the slaves or betterment of the total population. Emphasize that the administrative-ecclesiastical-military triad controlled all facets of the Island's functions. Local governments were discouraged as was the education and arming of the peasants. Point out that the Catholic Church in the New World became an extension of the colonial government (real patronato) and, as such, put their self interest and survival before the needs of those she was supposed to serve (peasants and slaves).
c. The mountain jibaro	In discussing the mountain jibaro, point out that his/her roots go back to the Indo-European

CONTENT OUTLINE	NOTES TO THE TRAINER
	conflict when the Taino slaves fled to the mountains and culturally infused with those Spanish who had earlier settled there. Also, point out that as coffee was imported from the French colonies, this class developed in response to the need for small, family-run coffee plantations that could only thrive in the temperate climates of the mountains.
d. The jornalero	Point out that as small coffee farms expanded and became plantations, many jibaros lost their land and became landless day workers (jornaleros), migrating to the hot coastal plains to hire out as cane cutters. Explain how this moved the isolated, predominantly white mountain classes to co-mingle with the Black slave masses on the coast, thus closing the racial-cultural gap that existed between these two groups. Their Indo-Hispanic past merged with the present African element, furthering the formation of the Puerto Rican nationality. This class, although white and free, was subjected to the passbook laws passed in the latter half of the 18th century, which in effect made them serfs. They could not move from plantation to plantation without government approval. Also point out that the passage of this law was instigated by the country bourgeoisie.
e. The slave class	Point out that for the most part very few Indian or pure-blooded Tainos were left by the time Africans came to Puerto Rico, so that this class was composed primarily of mestizos, Africans, mulattos, mestizo-mulatos, and grifos. This class, unlike in other Caribbean islands, was always on the decline, since Puerto Rico never developed a significant plantation-like sugar complex as seen in Cuba, Jamaica, Haiti, etc. The practice of inter-marriage and the custom of white fathers' freeing of their mulatto children all helped in the reduction of this class. Point out also that there always existed a substantial class of free Blacks in Puerto Rico who worked as day laborers (jornaleros).
f. The petit bourgeoisie	Make reference to the 17th and 18th centuries as the period of multi-cultural assimilation of the Puerto Rican nation; the administrative-ecclesiastical-military triad, the merchant classes, the mountain jibaro, the country bourgeoisie, the jornalero and the slave class led to the development of a new class, the petit bourgeoisie.

As a class, they came into being in the later half of the 18th century and were mostly doctors, poets, writers and teachers, in short, the intellectual elite of the colony. They were often of mixed parentage (African or Indian mothers), and even if native-born whites (criollos), they were still seen as inferior to the Spanish-born rulers. Separatist-abolitionist leaders came from their ranks, and some became the justifiers, defenders, and forecasters of the national identity on which the Puerto Rican culture is founded.

The Reform Period
(1750-1815)

Read the Resource Manual on this period carefully. This period is extremely complex since you must backtrack to Europe for reference. Mention that Philip of Anjou (a descendant of the French Bourbon line) instituted a series of refors to bring Spain back from its military-economic slump. These reforms were designed to place more tax on colonial goods, obtain greater outputs of gold and silver from the mines of Mexico and Peru, increase agricultural production and trade between the colonies and Spain. Puerto Rico's role was to be a military one, as Gateway to the Indies, where ships stopped to be escorted to Spain. Now more than ever, the Spanish needed Puerto Rico to guard the armadas full of goods to be shipped to Spain.

More colonials were coming to the Island - French emigres from Haiti, Canary Islanders, Columbians, Venezuelans - many fleeing the revolutions for liberation in the Caribbean and throughout Latin America. Although this increase in population indirectly increased the imports and exports and the labor pool, the conservativeness of this class served to further repress the separatist-abolitionist forces in Puerto Rico.

Point out that the reforms in Puerto Rico were of a military nature, to better the defenses of the Island, and not for the betterment of the people.

In the area of trading, mention that, at this time, Spain allowed for neutrals to trade with Puerto Rico, chief among them the new republic of the United States. Point out that at this time the colonial population began to distinguish between criollos (native-born) and la gente de la otra banda (Spaniards). Mention that Spain's days as a colonial and world power were coming to an end.

Spanish Contributions to Puerto Rico

The emphasis here belongs on the point that, while there are many visible examples of Indo-African cultural, linguistic and racial inputs to Puerto Rican history and culture, the Island primarily projects a mood, a feeling, an overall personality, that is invariably Iberian in origin. Emphasize that to underplay such a strong element is detrimental to the understanding of the Puerto Rican psyche; e.g., although the three separate elements were fused together in the Island, the Spanish element would always dominate culturally.

The language of the country is undeniably Spanish, the family structure is Spanish, the foods (with some adaptations) are for the most part Spanish in origin. Point to the typical peasant of Puerto Rico (the jibaro) as a symbol of the Indo-Iberian legacy and how the people of the city consider these people to embody all that is truly Puerto Rican.

Mention the danza, seis choreao, and the cuatro (in the area of music) and the Catholic tradition as contributions from Spain to the general Island's culture.

Grito de Lares 1868

Give a brief overview of the major forces at work that come together to foment for the Birth of the Puerto Rican Nation, briefly:

Political:

A) The influence of Latin American Revolutionary movements on the Mainland led by Simon Bolivar.

B) The political oppression of the Spanish colonial administration's insistence that no island born colonials (crillos) be included in administrative positions in the insular government.

C) A growing tendency among the Criollo elite (the petit bourgoisie-the island intellectuals see the discussion on the class system) to regard themselves as Puerto Ricans and the Spaniards as la gente de la otra banda, (the people of the other side).

Economic:

A) A growing demand on the part of the landed bourgoisie and merchant classes for more political and economic reforms that would increase trade with other countries than Spain (primarily the United States).

Using the person of Ramon Emeterio Betances as the symbol for this movement, give a brief account in his attempts to tie the issue of separatism with the abolition of slavery in Puerto Rico. That he was a mulatto may explain his desire to see the rest of his people free. Direct trainees to the Trainee Manual so that as you speak about the event, they can refer to illustration of the Grito de Lares Flag and the Puerto Rican National Anthem - La Borriquena.

Mention that while the rebellion was crushed by the Spanish military forces that the struggle for home rule or at least some semblance of autonomy within the Spanish political system continues.

The Autonomous Charter 1897

Give a brief overview of the Autonomous Charter (Resource Manual pg. ______)

Highlight that Puerto Rico was finally an autonomous province of Spain, no longer a colonial possession. The status of the island would be similar to any of the Spanish peninsular provinces.

Point out that now the island would be more independent than ever. It could set its annual budget, it could levy and collect taxes, it could set tariffs and commerical treaties with other nations other than Spain. Although the Governor would be Spanish, most of the composition of both houses would be elected criollos.

THE PRE-ARUACAN AND ARUACAN CULTURE IN PUERTO RICO

Slide Show Script

Slide 1

The Pre-Aruacan and Aruacan Cultures of Puerto Rico . . . (PAUSE)

The earliest known inhabitants of Puerto Rico were Indians who migrated to the Island from the continental masses of what are now the Americas. The Indian culture which has had the most profound impact on the development of the Puerto Rican nation is the Aruacan culture. Because of this significance, the Indian cultural development in Puerto Rico is often viewed in two major time phases . . . the Aruacan culture and that culture preceding it as the Pre-Aruacan culture.

Slide 2

The precursors of the Pre-Aruacan cultures of Puerto Rico were descendants of the Mongolian tribes. The Mongolian tribes migrated from Siberia and Northern Chinese regions through Alaska onto the North American continent about 10,000 B.C. Over the course of the next 2,000 years, these Mongolian tribes migrated all the way from the frozen Alaskan tundra to the Torrid Tierra de Fuego at the southern-most tip of South America.

Slide 3

One group, the Archaics, migrated from the Bimini peninsula of Florida, through the Bahamas to Cuba . . . and finally arrived in Puerto Rico. They were the earliest recorded settlers of the Island.

Slide 4

The next Indian culture, the Aruacan culture, was introduced to Puerto Rico with the arrival of the Arawaks. The Arawaks had their origins in the Brazilian basin of South America. They travelled up the Orinoco River, through what is now Venezuela and crossed the Caribbean by way of the Lesser Antilles. They called Puerto Rico Boriken. The term Boriken meant "Island of the Brave Men" or of the "most High God or Lord." The Arawaks settled the Island and eventually absorbed the Archaics into their cultural development.

Slide 5

The last wave of Indians into this area were the Caribs, arriving shortly before the Spanish, during the 1400's. They, too, migrated up the Orinoco River, settling much of the Lesser Antilles. In fact, the name Caribbean Sea stems from the Carib Indians. The Caribs were excellent sailors and warriors. They raided Boriken from time to time and made war on the Arawaks to obtain plunder and slaves.

Slide 6

The word Arawak is derived from the Indian name Aruacan. Thus, the period of the Arawaks' cultural development in Puerto Rico is known as the Aruacan Period. The Aruacan period is sub-divided into two developmental stages. The early stage of cultural development is that of the Igneri. The later stage of development is that of the Tainos. It was the Taino Indian culture that was flourishing at the time the Spaniards arrived. Therefore, it should be valuable for us to focus in this program on the Taino culture. The Taino culture was to blend, ultimately, with the Spanish and African cultures in the formation of the joint cultural heritage of the Puerto Rican nation.

Slide 7

The Tainos were farmers, hunters and fishermen. They utilized the bow and arrow in their hunting and built excellent canoes. They were exceptionally skilled in the production of ceramic pottery and sculptures of wood, stone, shells and gold.

Slide 8	The Tainos of Puerto Rico, like all Indians of the New World, possessed reddish, copper-colored skins, coarse, straight, black or dark brown hair, and slightly oblique, black eyes. They decorated their naked bodies with the juice of the bitter yuca and bija. The only clothing worn was by women, a short loin cloth, or nagua, symbolic of her married status.
Slide 9	The basis of the Taino life was a primitive, agricultural, communal society. The Island was divided into 20 cacicatos, or districts . . . each rules by a cacique or chief. Each cacicato had a central village like the one in the valley pictured here. Each village, called a yucayeque, was inhabited by 300 to 500 people. All land was held in common by the tribe, and all shared in the work and its produce. The yucayeques had two types of housing units, the circular bohio for the common workers and the quadrangular caney in the middle right of this picture - down in the valley, below the lookout's station. It is surrounded by bohios, the workers' circular huts.
Slide 10	Each yucayeque village possessed a batey . . . a circular area where all religious and social functions were held. These religious and social functions were called arreytos.
Slide 11	During the arreytos, song-like chants were typically sung by the village priest to commemorate such events as births, weddings, the death of a cacique, or naming of a new one, and war victories in an attack by the Carib Indians. In this close-up of the stones encircling the batey, notice the carving of the religious figure on the center stone.
Slide 12	The carving of the goddess Atabex shows the Tainos' emphasis on fertility. Atabex was held to be the mother goddess of the Tainos. The religious tradition of Atabex is similar to the later Venus in the Greek and Roman traditions, and the Christian Virgin Mary.
Slide 13	During the arreytos, the men and women would sing and dance. The dancer in the foreground of this scene is a cacique, or chief. He wears a gold plaque called a guanin as a symbol of his status.
Slide 14	This carved stone chair is called a dujo. The Tainos' class system included a cacique, the chief; bohite, the Shaman or medicine man; nitaynos, the warrior nobles; and the naborias, the commoners. The dujo pictured here and the gold guanin plaque were symbols of power for the cacique. Upon his death, a cavique was traditionally buried with these symbols and his favorite wife to accompany him in the hereafter.
Slide 15	The culture of the Tainos was patriarchal, and work was divided by sex. Women were responsible for housework, child-rearing, and growing the yuca from which they made casabe bread. This metate was probably used for grinding yuca to make casabe. Hunting, fishing, house-building, and war were dominated by the male. Females could, however, become cacicas, or chiefs.
Slide 16	The Tainos fermented the bark of the mabi tree to make drinks. This interesting ceramic jar was probably used for storing such drinks or maize liquor.
Slide 17	Like all tribal communities, fertility had a high priority and is symbolized in many artifacts. Notice the breastlike emphasis on this patterned jar.

Slide 18	The Tainos' religious system was quasi-monotheistic; that is, similar to the Christian tradition of the Trinity of Father, Son and Holy Ghost. The Tainos recognized a supreme creator with two complementary forces of good and evil. Yocahu was the supreme creator. The positive side of this being . . . the good, light-bearing, creative force . . . was called Yukiyu. And the negative, evil side . . . the bringer of darkness and death, was known as Juracan. These supreme gods were represented by the local duties called cemi . . . messengers of the gods. This idol was viewed as the embodiment of the cemi and is typical of many found in the Island's collection.
Slide 19	This collection of cemi, for example, is housed at the University of Puerto Rico. Some archeologists believe the shape of the cemi symbolizes the Island's interior . . . which is composed of large, undulating mountains. Notice that the arrangement of this collection repeats the undulating, mountainous appearance.
Slide 20	These carvings in stone at the Cave of the Indians in Miraflores are called petroglyphs. They were made by the Tainos. After centuries of colonization and assimilation, the only remaining artifacts of the Taino culture in Puerto Rico are these petroglyphs and the circular batey in the town of Arecibo seen earlier. As we shall see, the Tainos were colonized and enslaved by the Spanish, and absorbed into the combined heritage of Puerto Rico. The Taino culture did not long survive as a distinct socio-cultural system.

THE PRE-ARUACAN AND ARUACAN CULTURES OF PUERTO RICO: SUMMARY OF KEY POINTS IN SLIDE PROGRAM

ASIATIC ORIGINS

The precursors of all New World Indians had their origins in the northernmost regions of what is today Manchuria and northern Siberia. These nomadic Mongolian hunters probably crossed over to Alaska via the Bering Straits about 10,000 B.C. (at that time either land-locked or ice-locked by glaciers). Over a period of 2,000 years, these nomads migrated south from the frozen Alaskan tundra to the torrid Tierra del Fuego at the Southern-most tip of South America. Spreading across the New World, the American Indians became so physiologically diversified that they are classified as modified Mongolians. They also represent diverse cultural, linguistic, and economic adaptations to geographical conditions. Thus were born the many Indian nations of the New World such as:

NORTH

Northwestern	Great Lakes	Eastern
Blackfeet	Huron	Algonquin
Haida	Iroquois	Mohican
Nez Perce		Cree

Plains	Southwestern
Sioux	Hopi
Arapajo	Pueblo
Apache	Yaqui
Cheyenne	

CENTRAL AMERICA

Mayas)
Olmec)
Toltec)
Miztec) - Great Empires with highly sophisticated cultures
Aztec)

SOUTH AMERICA

Inca

ARCHAICS (PRE-ARUACAN)

ORIGINS: Bimini Peninsula (Florida), through the Bahamas and Cubacanan (Cuba), to Quisqueya (Hispaniola) and Boriken (Puerto Rico).

CHARACTERISTICS: Primitive lografts, no canoes; simple food gatherers & fishermen, ignorant of: agriculture, use of bow and arrow, stone cutting, and pottery making.

ARAWAKS (ARUACAN)

ORIGINS: Brazilian Basin Via Orinoco River to northeastern South America (Venezuela), across Caribbean to Lesser Antilles and Puerto Rico.

CHARACTERISTICS: Settled in other Greater Antilles and absorbed the Archaics. The development of the Aruacan culture specific to Puerto Rico is referred to as the Taino Culture, named for the later stage of cultural development.

EARLY STAGE: Igneri.

LATE STAGE: TAINOS. The Indian culture flourishing when the Spanish arrived.

THE TAINOS

GENERAL CHARACTERISTICS

Possessed bows and arrows. Excelled in canoe-making and navigation. Practices the art of ceramics and pottery making. Carved wood, stone, seashells, bones of fish and small mammals, and the gold found in the rivers.

RACIAL CHARACTERISTICS

Modified Mongolians with copper-colored skins, coarse, straight, black hair, high cheekbones, and black, slightly oblique eyes. They characteristically painted their naked bodies with the juice of the yuca and bija or annato seed. (Married women wore a loin cloth, or nagua, sumbolic or their status.)

THE TAINO SOCIETY

Working Division

Primitive, socialistic, agricultural society.

No private ownership of land - all land held in common by tribe.

Patriarchal society - division of labor by sex:

Males	Females
Fishing and hunting	Care and raising of children
Construction of housing units from hinea and nagua	Agricultural work in the conuco (vegetable garden)
Palms, canoe-making	Making cassabe bread from yuca
Cermaics, stone cutting, and wood carving	Spinning and weaving
War incursions vs. the Carib Indians	Making naguas and hammocks
	Collecting berries, roots, barks and herbs for cooking and medicine

The Cacicato (Village District)

20 cacicatos at time of Columbus' arrival, each ruled by a cacique, or chief.

Each cacicato was composed of villages, or yucayeques, of 300 - 600 people.

Housing: circular bohio for common workers, rectangular caney for the chiefs, priests, and warrior nobles.

Circular batey, or plaza, where all arreytos, social and religious ceremonies were held.

Arreytos were held to celebrate marriages, births, deaths, war victories, religious rites.

A game called batey, a primitive form of soccer, has its origins in this name.

THE TAINO CASTE SYSTEM

Cacique

The chief was in charge of planning and directing all the necessary activities to insure the health and security of the cacicato. The symbols of his office were a breastplate of solid gold called a guanin, and the stone chair, or dujo. Upon his death, these symbols, along with his favorite wife, were buried with him to enjoy in his afterlife. Each cacique and cacicato was independent and autonomous; but they would band together when necessary under the leadership of the cacito of Guainia on the southwestern coast. The line of descent was matriarchal. Women, under certain conditions, could ascend to the title of cacica. The Spanish recorded a female cacica in the cacicato of Yuisa in the north of the Island, and the famous and rebellious cacica of Quisqueya, Anacanoa.

Bohite

The shaman was separate but complementary to the cacique. His duties entailed the: (a) performance and recital of tribal history at the areytos; (b) religious ceremonies for the gods; (c) remedies and cures of the sick; (d) casting and removal of spells; and (e) officiating at weddings, burials and war victories.

Nitaynos

Nobles included warriors and their families. They were subdivided into: (a) mantuheris; (b) banaris; and (c) guoxeris.

Naborias

Commoners and laborers.

Slaves

A very small class in the tribe; they were taken in quasabaras or battles.

FOOD STAPLES

Yuca was the staple of the diet, from which flat, unleavened cassabe bread was made. Maiz, yautia and yams were also cultivated. Tobacco was cultivated and used as an intoxicant. This diet of root vegetables was amplified by seafood and animals such as: (a) careys and tortugas (sea and land turtles); (b) jueyes or land crabs; (c) birds; (d) lizards; (e) jutias, a rat-like rodent (called mute dogs by the Spanish); and (f) coatlis.

THE RELIGIOUS PANTHEON

The Tainos were quasi-monotheistic. Yocahu was the omnipotent creator of the universe and all that is living. Believed to be invisible, this god could not be represented in stone or wood carvings or any sort of picture, nor could he be prayed to directly. He was comprised of two complementary forces:

Yukiyu was the positive, light-bearing creative force of this entity.

Juracan was the dark force, bringer of darkness, storms and disease and death.

Atabex represented the female principle, seen as the Earth Goddess or Earth Mother, mother of all creation, similar to the Greco-Roman Venus and the Catholic Virgin Mary.

Cemis were semi-divine entities. These included dead chiefs, household gods and protectors, and messengers to the gods.

COLONIZATION OF BORIKEN

Slide Show Script

Slide 1

(FOCUS ON THIS SLIDE)

The colonization of Boriken and the destruction of the Taino Nation.

Slide 2

This drawing suggests the beginning of a story . . . Boriquen y despues Colon . . . or one might say, Boriken . . . and then Columbus . . . suggesting some mighty impact symbolized in the arrival of this man called Columbus. And there is, indeed, quite a story wrapped up in that one statement!

Slide 3

After Columbus discovered the New World in 1492, he returned to Spain with several samples of plants, fruits, birds, Indians, and gold. King Ferdinand and Queen Isabella were delighted. They especially welcomed the gold, which was badly needed to help Spain recuperate from her war losses at the hands of the Moors. This was the time of the Reconquista in Spain. The king and the queen immediately commissioned a second voyage. And, on September 25, 1493, Columbus disembarked from the Port of Cadiz, taking with him 17 ships and 1,200 men. They were a varied lot . . . astronomers, cartologists, Catholic missionaries, artisans, laborers, pardoned criminals . . . and a young nobleman named Juan Ponce de Leon. A variety of domesticated animals were also included. It is important to note, however, that no women accompanied them. This fact was to be of great historical importance for the future of Puerto Rico.

Slide 4

Columbus reached the Caribbean in November of 1493. After discovering Dominica and other lesser islands, he reached Santa Maria de la Guadalupe. There he found five Taino women and two children being held prisoner by the Caribs. He rescued the prisoners, and they led him to their homeland, which they called Boriken.

Slide 5

There was no attempt by the Spanish to colonize the Island, or exploit its natural resources until 1508. In that year, Juan Ponce de Leon and 50 men landed at Guainia on the southern coast of the Island. He was received by Agueybana the Elder and made a blood brother. The Tainos believed that these men were semi-divine; and the blood brother oath forbade warfare between the groups.

lide 6

In 1508 the town of Caparras was founded. In 1511 it was moved and renamed Puerto Rico. As time went by, Puerto Rico became the name of the entire Island, and San Juan its capital. The name Borrinquen is still used as a familiar name for the Island.

ide 7

At first, the Tainos willingly traded gold to the Spanish and helped them search for more gold deposits. However, the colonists became more and more demanding and the Tainos soon refused their assistance to the Spanish. In 1508 when King Ferdinand gave the Island its royal seal, the oldest in the New World, the enslavement and relocation of the Indians had already begun to allow the colonization of the Island by the incoming Spanish colonists. This enslavement is referred to as the "ecomienda de Indios y repartimiento de tierra."

Slide 8

Now the Tainos had to work full-time mining gold and growing food for the colonists. The Indians . . . men, women, and children . . . worked from dawn to dusk every day of the week. Occasionally, they were given breaks to pray and attend to their own villages.

Later their villages were dismantled completely. Any Indian who refused to work was branded on the forehead with a hot carrimbo branding iron, as pictured here.

Slide 9	The Spanish colonization of Puerto Rico was instrumental in the destruction of the Taino culture and the elimination of all Indians on the Island. Spanish missionaries who fought to convert the Indians to Catholicism, forced the Tainos to give up practices they considered satanic. Nudity, bathing in the rive, celebrating the arreyto, etc . . . . all these were despicable to the Spanish missionaries The Indians were also not allowed to grow yuca or make casabe bread, since this was too time consuming. Inadequate, strange foods were substituted in their place. During this time, rice, sugar, bananas, plantains, pineapples, ginger, nutmeg, yams, and all sort of citrus fruits were introduced to the Island. With the break-up of the village, agricultural, social and religious systems . . .
Slide 10	. . . the Taino culture began to disappear. Soon the Tainos were gone. . . their influence diffused into the developing culture.
Slide 11	The Tainos did not immediately revolt against the Spanish. The Indians perceived the Spanish as immortal and divine in nature, for they had never seen pale-skinned, bearded people who rode strange animals and possessed fire sticks, or guns. However, in 1510, the cacique Uroyoan drowned a young colonist Diego Salcedo in order to test the immortality of the oppressors. After asking the pardon of the cadaver and watching it rot in three days' time, the Indians no longer had any doubts about the mortality of their invaders. The Spanish were no longer gods.
Slide 12	BLACK SLIDE

THE AFRO-BORICUA CONTRIBUTIONS TO PUERTO RICO

Drawings: Rafael Tufino

Slide Show Script

Title Slide	(FOCUS ON THIS SLIDE)
Slide 1	The increasing lack of Taino labor due to harsh and inhuman conditions in the gold mines led to the importation of black slaves from Africa.
Slide 2	The slaves came from a number of West African tribes: Awikan, Jelofes, Mandingos, Yorebas, Ibibios, SuSu, Krumen, Mende, Usi, Ashanti, Seke, and Efik. They were subjected to the same brutal treatment as the Tainos.
Slide 3	They were used to till the soil, irrigate crops, planting and harvesting. Sugar was the primary crop. Yuca, maize, rice, and other crops were also grown. The slaves pictured here were used to cut sugar cane.
Slide 4	The Africans did not submit to this treatment meekly. In 1527 they joined the Tainos against the Spanish and ran away to the mountains. They were called Cimmarones.
Slide 5	A leading free black man in Puerto Rico was the educator, Rafael Cordero, born in San Juan in 1790. He was a shoemaker, who provided free education to black and mulatto children.
Slide 6	Ramon Emeterio Betances, "The Father of the Puerto Rican Nation," was a mulatto who fought for the liberty of Puerto Rico and the emancipation of slaves. Dr. Betances was born in Cabo Rojo in 1827 and received his medical degree at the University of Paris.
Slide 7	"The Secret Society for Abolition" was established by Drs. Betances and Segundo Ruiz Belnis. The Society raised funds to pay $25.00 upon the baptism of a slave child from servitude.
Slide 8	The Grito de Lares, 1868, was the celebrated rebellion and declaration of the nation of Puerto Rico. Many black slaves participated in the uprising which advocated freedom to all Puerto Ricans regardless of color.
Slide 9	There were many types of slaves; field, house, and day slaves. Their foodstuffs were similar to the Tainos - plantains, yucca, funche (cornmeal mush, bacalao (codfish), and a drink called guarapo (sugar cane juice).
Slide 10	La Bomba y la Plena: These are musical dances developed by Afro-Boricuas in Puerto Rico. The instruments used are a mixture of Taino-Afro influence: el tam-tam (tambor), el guiro (a hollow gourd), the palillos (two broad solid sticks of wood) and the maracas.
Slide 11	The feast of Loiza Aldea is a traditional celebration in Puerto Rico.
Slide 12	The vejigante, or evil spirit, is the official personage of the Feast of Loiza Aldea. The familiar Feast of Loiza Aldea, originating during the colonization period, grew out of the merger of the Afro-Hispanic religions. This merger of religions, of course, resulted from the mingling of the African and Spanish cultures.
Slide 13	The Feast of Loiza Aldea. These congas represent a direct inheritance of Africa in the music of Puerto Rico and all the Caribbean Islands.
Slide 14	All of the brightly-colored costumes designed and made by the people of Loiza Aldea who wear them during the feast.

Slide 15	The Plena and Bomba were primarily done by women. Later men and women both participated. These dances had their origins in the slave entertainment in Ponce in the Barrio of San Anton.
Slide 16	The celebration of this feast in the New World originated in the Hispanic traditions. But, it is curiously mingled with African Traditions. The patron warrior Santiago is a central figure, and representations of christians and Moors reflect the Hispanic traditions of La Reconquista. Blended with the Spanish traditions is the African worship of Chango, the god of thunder and lightning, reflected in the folklore and espiritismo of the island. Thus, the Feast of Loiza Aldea in Puerto Rico has a special character and symbolism that reflects the blending of its multi-cultural heritage.
Slide 17	One of the principal characteristics of the "Feast of Santiago Apostol," as it is also known, is the use of disguises by the participants. Many townspeople dress as vejigantes wearing masks made of coconut.
Slide 18	And so it is every year. The last three days of the Feast are special days. The first is for men, the second for women, and the final is for the children. Each year the streets of Loiza Aldea are filled with color, enthusiasm and fun brought by the vejigantes with their leaps, dances, and songs.

HISPANIC INFLUENCE ON THE ARCHITECTURE AND ARTS IN PUERTO RICO

Slide Show Script

Title Slide (FOCUS ON THIS SLIDE)

Slide 1 Indian and African racial, cultural, and linguistic elements have become inseparable parts of the total Puerto Rican cultural milieu during its 400-year course of development. The most permanent and visible of all the cultural-linguistic influences, however, has been the Iberian, or Hispanic, tradition introduced when the Spanish conquistadores colonized the Island in 1493.

Slide 2 The architecture of Puerto Rico most visibly recalls and reaffirms the Iberian tradition which she shares with her sister, Spanish-speaking, Caribbean islands, and Central and South America. The following slides present some striking examples of this influence.

Slide 3 The Spanish influence is seen immediately in the graceful arches of the Convento de las Domincos in San Juan.

This convent was founded in 1523 by Fray Antonio Montesinos, an early defender of freedom and liberty for the Indians. It was a study center for the Order of Predicadores. Later, it became the nucleus of university studies for many Puerto Rican families. Today it houses the offices and galleries of the Institute of Puerto Rican culture.

Slide 4 La Capilla del Cristo has been called the smallest chapel in the world. An interesting set of events preceded its construction in 1873. As the story goes, a horse race was taking place along a street in San Juan known today as La Calle de Cristo. It was the feast day of Saint John the Baptist, patron saint of San Juan. One of the riders suddenly seemed in imminent danger of falling off his horse as he was approaching the treacherous marshes at the end of the street. A spectator, noting his danger, cried out, "Christ of the Order of Health, save him!" At that very moment, the saddle broke, and the man was saved from the marshes. A cross was placed on the spot to commemorate the event. Some years later General Prats, a devotee of the Order of Health, got permission to construct this tiny chapel.

Slide 5 The Ateneo Puertoriqueno. The Moorish arches and decorations are clearly representative of the Spanish influence. A cultural institution, it was founded to promote a higher level of instruction in Puerto Rico. It was started in 1876 by Manuel Elzaburo with the assistance of other illustrious men of letters such as Acosta, Viscarrondo, and Tapia y Rivera. Before the end of the century the institution broadened its course of study to include special courses in medicine.

Slide 6 Although architecture clearly demonstrates the most visible aspects of the Hispanic art forms, there has developed a rich tradition in painting which dates from the seventeenth century to the present.

Jose Campeche Oller Y Jordan (1715-1809)

Nuestra Senora del Roasrio. (Our Lady of the Rosary)

Essentially this painting is an extension of the Spanish Flemish School, although already one can see a more secular look in the Virgin and Child. This artist set the foundations of Puerto Rican painting.

Slide 7 Francisco Oller y Cestero (1833-1917)

El Maestro Codero (The Master Cordero)

Puerto Rican painting towards the end of the nineteenth century reaches its apex in the works of Francisco Oller y Cestero. This painting represents the famous Black educator Cordero. It emphasizes the scenery, customs and social themes which comprised the reality of secular Puerto Rico.

Slide 8 Francisco Oller y Cestero (1833-1917)

El Velorio (The Wake)

This painting depicts a truly Puerto Rican wake scene. The people have adapted the traditional trappings of the Spanish wake, including dancing and singing. The painting exhibits an attempt at separation from the rigid and stylized Spanish Madonna themes.

Slide 9 Francisco Oller y Cestero (1833-1917)

La Ceiba de Ponce

This landscape demonstrates Impressionist influences. Oller was part of the Impressionist movement in France and shared a studio with famous Impressionist Cezanne.

Slide 10 Ramon Frade Leon (1875-1954)

El Pan Nuestro (Our Daily Bread)

This painter concentrates in the depiction of the symbolic Puerto Rican jibaro and the abject poverty and abuse which the peasant suffered under the Spanish. The plantain symbolizes the basic staple on which they depended for survival.

Slide 11 Carlos Raquel Rivera (1916-1965)

Niebla (Fog)

This landscape, while still retaining a sense of realism, has been influenced by abstractionist schools from the United States and Europe.

Slide 12 Senor Saez

Canestero (Basket-weaver)

Apart from the formal arts there is a rich tradition of crafts or folk art. The Hermanos Saez are famous for reed baskets and find threads made from certain trees native to Puerto Rico.

Slide 13 Luis Leal

Ceramisist

This artesan continues the Indo-Hispanic arts of his past. He also reproduces Taino designs, flower pots and other ceramic artifacts.

Slide 14 Juan Gonzalez

Artisan

Mr. Gonzalez designs and manufactures unique jewlery composed of shells found in the Island beaches.

Slide 15 A collection of Santos.

This is truly a Hispanic Catholic tradition transferred into sculpture. The Puerto Rican Santero uses the island wood to reproduce these exquisite statues which are used in the cult of the Saints (Santerismo). These statues often substituted for the formal Catholic mass ritual. The people pray to the saints in a homemade altar.

Slide 16 A Guitar Maker

The Puerto Rican cuatro (a guitar) is a truly unique Puerto Rican development. This instrument maker brings together the traditions of music and art in the reproduction of this instrument. The maker must be a master craftsman and musician to be able to reproduce an instrument which when played will reproduce a truly unique accompaniment to the guiro, maracas, and tambor, all island-produced musical instruments.

MODULE V

THE AMERICAN OCCUPATION OF PUERTO RICO: THE STRUGGLE FOR SELF-DETERMINATION CONTINUES

TIME

Time: 30 minutes

PURPOSE

Purpose

The purpose of this module is to explain the socio-political and economic changes in Puerto Rico after the American colonization of 1898; and, to show how these changes led to the great migration in the post-World War II Era.

LEARNING OBJECTIVES

Learning Objectives

At the end of this module trainees will be able to:

- Describe briefly some of the significant developments in Puerto Rico in the 20th century, including:
  1. the growth of political parties
  2. cultural-linguistic imperialism
  3. American politico-economic domination
  4. the industrialization of Puerto Rico
  5. Operation Bootstrap
- Describe the special political and economic ties between the Commonwealth of Puerto Rico and the United States.

TRAINEE MANUAL

pp. 33

TRAINING RESOURCES

Training Resources

Trainee's Manual

TRAINING STRATEGY

Training Strategy

Conduct a lecture and discussion period covering the points suggested in the content outline. Stress the social, cultural and economic impact of the significant historical developments during the 20th century precipitated by the American occupation of Puerto Rico.

TRAINER NOTE

This is a very current topic and will probably stimulate much active debate. You should be aware of the time schedule for this module and try to stay close to it.

There are many political issues which come up during this discussion. Your job is not to take a stand on an issue, but to present all sides so trainees can make up their minds after hearing the issues. You should be aware that as a trainer you may be seen as a representative of a certain group sponsoring the training and should therefore not take a stand which would put you or your organization in an embarassing position.

V. THE AMERICAN OCCUPATION OF PUERTO RICO: THE STRUGGLE FOR SELF-DETERMINATION CONTINUES

CONTENT OUTLINE	NOTES TO THE TRAINER
For Lecture	
A. The Spanish American War Background	Give a brief account of the sinking of the Maine in Cuban waters as the reason given for the declaration of war on Spain by the United States. However, explore other reasons for this war, primarily: 1. The Mainfest Destiny ideology prevalent in the United States at the time. 2. United States' need for exportation of manufactured goods (recollect the trading that went on between Puerto Rico and the U.S. during the latter half of the 18th century). 3. Puerto Rico's strategic position in regards to the Isthmus of Panama. 4. The United States' desire to establish spheres of influence in the Pacific (Hawaii, Guam) and the Caribbean (Puerto Rico, Virgin Islands). Read the declaration made to the Puerto Ricans by the American armed forces as they took possession of the Island, in the Resource Manual. Ask for the trainees' reaction to this statement and what they forsee this really means for the nation of Puerto Rico.
B. The Treaty of Paris	Establish again that Puerto Rico was already an autonomous state, and Spain could not give up that which she did not possess. Briefly outline the Treaty of Paris: 1. Puerto Rico, Guam and the Philippines as "booty of war" for the U.S. 2. Cuba a protectorate of the U.S. Cuba and the Philippines had standing revolutionary armies and threatened rebellion, whereas Puerto Rico, long oppressed and depressed by Spanish colonialism, fell to the American armed forces.
C. The Foraker Act of 1900	Make clear that this law was passed in order to permit the United States to keep Puerto Rico; the Constitution did not provide for the United States' possession of colonies. The Act was a complete product of the U.S. Congress. It did not reflect the wishes of the Puerto Rican people or government, nor require approval by the Island population.

CONTENT OUTLINE	NOTES TO THE TRAINER
	Briefly, it provided for: 1. A body politic called the people of Puerto Rico, who were neither American citizens nor citizens of an independent nation. 2. A Presidentially-appointed governor (who was to be invariably American). 3. A Presidentially-appointed, 11-man Executive Council (of which only 5 had to be Puerto Rican). 4. 35 elected Puerto Ricans in the House of Delegates (whose laws were subject to a Congressional veto). 5. An elected Resident Commissioner in Washington who spoke on behalf of the Puerto Rican people in the U.S. House of Representatives but had no vote. 6. Passage of the Coast Line Shipping Act, which mandated that all shipping of Puerto Rican goods be done on American ships only. 7. Prohibition of Puerto Rican representatives' negotiating of their own tariffs or commercial treaties with foreign powers.
D. The Growth of Political Parties	You do not need to go into great depth here. However, make sure you carefully read the section dealing with this topic. Emphasize that the growth of the political parties all came about as Puerto Ricans struggled with the status question. Briefly mention that: (1) the New Federal Party tried to work with the established order; (2) the Republicans opted for statehood; and (3) the Union Party (a merger of some Republicans and Federalists) opted for complete autonomy and independence.
E. The Jones Act of 1917	Point out that internally the composition of the governing bodies was to remain the same. The Jones Act declared Puerto Ricans American citizens automatically. However, there was no plebiscite to test the willingness of the people to accept this. If one did refuse to become an American citizen, he/she could not run for public office or vote in Island elections. The Act also subjected Puerto Rican males to being drafted into the coming W.W.I. and Puerto Rico to being turned into a military outpost to guard American interests in the Panama Canal Zone.

CONTENT OUTLINE	NOTES TO THE TRAINER
F. Decade of the 30's Re-emergence of the Puerto Rican nation	In response to the Wall Street Crash of 1929 and the hurricane "San Cipriano" which caused the Puerto Rican economy to collapse, the New Deal government extended relief measures to Puerto Rico. These were: 1. the Puerto Rican Emergency Relief Administration (PRERA) in 1934; and 2. the Puerto Rican Reconstruction Administration (PRRA).
G. Political Parties and The Status Question The birth of the Nationalist Party	Give a brief biography of Don Pedro Albizu Campos (El Maestro) as the background for this section. Make clear that one of the faults of the Party was not setting up any kind of economic-political platform as an alternative to the American presence in Puerto Rico. Also point out that the Party took the stand that: 1. Puerto Rico was an independent country prior to the Spanish American War. 2. The Treaty of Paris was null and void, since Spain could not give away that which she did not possess.
H. Socio-Political Change American economic-political domination	Make note that not only were the political processes of the Island controlled by Americans, but to a large extent, so were large sectors of the economy. Briefly, it meant: 1. Increased use of land to grow sugar, at the expense of coffee and tobacco and subsistence farming of native foodstuffs. 2. Increased importation of manufactured American goods (Puerto Rico could only trade with the U.S.). 3. Control of key industries by American business interests (60%-sugar, 80%-tobacco, 60%-public service and banking, and 100%-naval lines).
I. English vs. Spanish Cultural implication	Read the quote by the American Commissioner of Education found in the content resource section. Point out that English was made the official language of instruction immediately, and American history was studied to the point that many Puerto Ricans were taught that George Washington was the father of their country!

CONTENT OUTLINE	NOTES TO THE TRAINER
J. The Munoz Era	Give a brief account of the establishment of the Partido Popular Democratico (Popular Democratic Party) with its slogan of "Pan, Tierra y Libertad" (Bread, Land and Liberty), and its putting aside the status question in favor of economic development.
Industrialization of the Puerto Rican economy	Give a fairly detailed account of the economic developments that took place in the Tugwell-Munoz period. Focus primarily on: 1. Enforcement of the 500 Acre Act which created agricultural communes owned by the government, worked by the landless agregados with profits divided equally after the harvest. 2. The alleviation of the plight of the landless masses by giving them parcelas (3 acres of land per family to do with as they pleased). In the area of industrialization, give an account of the Industrial Development Company (Fomento) which had as its prime purpose the establishment of publicly owned factories to manufacture bottles, cardboard boxes, structural tile, bricks and sewer pipes - and, of course, the resort hotel, the Caribe Hilton. Due to marginal gains in jobs (only 21,000 when 200,000 were needed) and American business interests who saw in all these programs the evil of socialism, the government decided to sell all public-owned business into the private sectors and open Puerto Rico to capitalist industrialization. Outline for the trainees the Industrial Incentives Act of 1947. Explore what this meant for the Puerto Rican workers and in the long run the Puerto Rican economy. (Ask for both positive and negative aspects of this act. For instance, increased industrialization brought more jobs, but this was offset by keeping the minimum wage below mainland U.S. standards.) Development of the petro-chemical industries which only needed 400 highly-skilled workers hardly served the purpose of alleviating unemployment. Added to this, the pollution created by all these industries on such a small land mass was to aggravate some existing problems on the Island.

Point out some of the positive accomplishments of the Munoz Era, primarily:

1. Miles of new roads to improve the movement of merchandise and workers from place to place.
2. 34,000 units of low-income housing.
3. Extension of water and sewage systems to every major urban center on the Island.
4. More adequate medical assistance and increased life expectancy to 70 years.
5. Extension of electricity and telephones to all parts of the Island.
6. Increased literacy rate from 69 percent in 1940 to 83 percent in 1960.

Be careful that you do not get caught defending these developments. Present them as visible evidence of progress. Most trainees will ask what progress for whom? You as the trainer should refrain from giving personal opinion. Allow trainees to debate and reach their own conclusions.

K. Independence, Commonwealth or State

A question of definitions and interpretations

Briefly point out the position held by the independists that: (1) the Treaty of Paris is null and void; (2) Spain could not cede an autonomous state; and (3) that Puerto Ricans have the right to self-determination as do all former colonials.

The statehooders hold the position that as a state Puerto Rico would be able to vote in national elections, which it cannot do now, and that such voting ability would give Puerto Ricans maximum political participation in Congress, and, in short, all the true benefits that can be obtained only upon becoming part of the American political system.

The commonwealthers argue that Puerto Rico as a commonwealth now elects all its internal bodies of government and its own governor, and that to become part of the United States completely would be cultural-linguistic sucicide. Point out that President Ford's request that Puerto Rico be made a state was received rather coldly by Congress since:

1. Only the people of Puerto Rico can make such a request after a plebiscite.
2. The American Congress is not willing to accept the political implications of a non-English-speaking, non-white, predominantly Hispanic country with two Senators and more

than three representatives in the House of Representatives upsetting the political balance in Washington. Pushing the issue might cause a civil war to break out in the Island.

Make sure also that you explore the issue of the divided nation: the Island community and the Mainland extension - a total of almost 3.5 million people.

Be sure that you present the three points of view without bias towards any one. Do not state your personal opinion on this matter. Allow for trainees to reach their own conclusions.

MODULE VI

THE MIGRATION TO THE MAINLAND:
THE DIASPORA OF THE PUERTO RICAN NATION

(Diaspora - scattering of a people with a common background, origin, belief, etc.)

TIME

Time: 1 hour

PURPOSE

Purpose

The purpose of this module is to increase awareness of the socio-economic and political pressures behind the Puerto Rican migration to the mainland United States and, specifically, to New York City.

LEARNING OBJECTIVES

Learning Objectives

At the end of this module, trainees will be able to:

- List at least three factors leading to the migration of Puerto Ricans to the United States.
- Identify at least three socio-economic outcomes of the Puerto Rican migration to the United States as reflected in the Puerto Rican barrios of the United States.

TRAINEE MANUAL

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TRAINING RESOURCES

Training Resources

Trainee's Manual

TRAINING STRATEGY

Training Strategy

Conduct a lecture and discussion period covering the points suggested in the content outline. Stress the reasons behind the migration, e.g., the economic and political pressures that precipitated it. Discuss the pattern of migration and return to the Island coinciding with economic conditions in Puerto Rico and the United States.

TRAINER NOTE

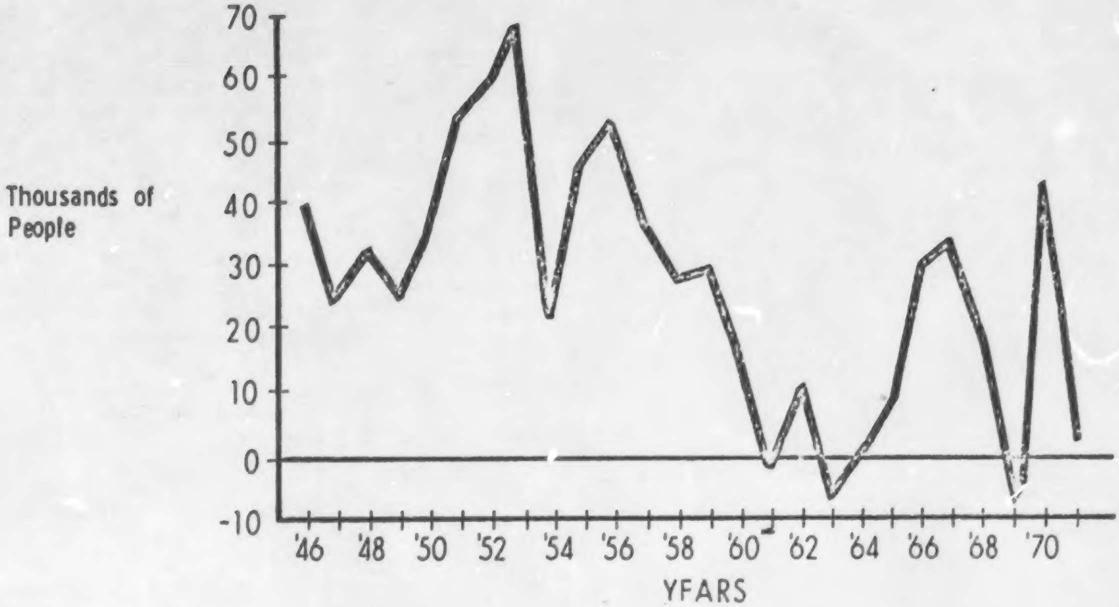
Encourage discussion by asking trainees to relate the information in the module to their own family's experiences. This often encourages a more active group discussion. At the same time, you will need to be aware of the time boundary for this module.

VI. THE MIGRATION TO THE MAINLAND
THE DIASPORA OF THE PUERTO RICAN NATION

CONTENT OUTLINE	NOTES TO THE TRAINER
For Lecture	
A. Historical Background 1. U.S. - P.R. trade relations 2. Failure of the Grito de Lares	Recall that by the late 18th century the U.S. and Puerto Rico had developed intensive trade and that after the failure of the Grito de Lares, many revolutionaries came to New York to plan for the revolution and, in the long run, stayed for extended periods, some of them settling permanently. Recall the major provision of the Jones Act of 1917 and ask the trainees how this affected the migration of Puerto Ricans to the U.S. (American citizenship).
B. 1900 - 1920 1. Early migrants 2. The earliest settlements in N.Y.C.	Allude to the political link between Puerto Rico and the U.S. and how this makes the migration different from that of an Italian, Jew or Irishman coming from Europe, for example. Discuss the issue of distance between the U.S. and Puerto Rico and how this furthers the distinction of the Puerto Rican experience from that of other migrant groups. Bring up for discussion how these factors are going to affect language and cultural maintenance in the Puerto Rican communities. Another aspect to explore in this section, in terms of similarities and differences between this and other migrations, it that of race. Puerto Ricans, for the most part, are not what the average American would call "white." With other migrant groups, this was no problem. One might be an Italian, for instance, and, while there might have been some stigma attached to this label, once the children spoke English and became educated, there was nothing to stop them from being assimilated into the mainstream of American society. For a dark-skinned or black Puerto Rican the prospects of being accepted in a white environment are very slim, even though she/he might have the best education and economic status. In terms of the large numbers of Puerto Ricans arriving in the 40's-50's, explore the issue of support systems for the newcomers. If 69,000 Puerto Ricans arrived in New York in 1953, what were the chances of community agencies absorbing and aiding these people? Recall that newly-arrived Jews had their needs met by stable, well-run agencies, as did the Italians and the Irish (through the Catholic Church).

CONTENT OUTLINE	NOTES TO THE TRAINER
	An alternate way to present this section is to make a comparison between this Diaspora and that of the Jews. How did the Jews survive to today after they left their homelands in large masses? How did they cope with different languages, cultures, anti-semitism, religious persecution, politics and education? Compare this with the Puerto Rican experience and see if the group can pick up similarities and differences between the two groups. This strategy can only work well with a group that has a sound historical and high-educational background. (Many trainees may not be familiar with this history.) It is a positive strategy in that a comparison emphasizes the universality of how human beings cope with changing times and circumstances.
C. 1920's, 1930's and 1940's 1. "Marine Tigas" 2. Jones Act of 1917 3. Internal migrations in Puerto Rico	Throughout the discussion/lecture, stress that the Puerto Ricans' prime motivator for migration was economic and based on the hope . . . "we will return home someday." Tell briefly on the internal migrations in Puerto Rico from rural to urban centers as landless peasants sought employment. Describe the early migrants and how they came to be called "Marine Tigas" by later migrants. Give a brief account of how, from Pier 52 in Brooklyn, the Puerto Rican minority began to expand into what is now "El Barrio." Describe the positive aspects of "El Barrio," (the cultural-linguistic matrix which maintains and defends the linguistic-cultural ethnicity/integrity of the Puerto Rican minority in the United States) vs. the ghetto conditions os social, economic, political and racial deprivation overshadowing the positive aspects of the community.
D. 1950's 1. Growth of "El Barrio" 2. Industrialization of Puerto Rico and factors affecting the migration	Focus this discussion around the failure of the industrialization scheme and how Operation Bootstrap was an attempt to use the "safety valve" solution. Here you may have to backtrack to some of the outcomes of industrialization - growing population, capital-intensive industries, the abundance of low-skilled jobs available after W.W.II - and the insular government's desire to remove one-third of its population to the U.S. to be able to deal with unemployment on the Island.

NET MIGRATION FROM PUERTO RICO TO MAINLAND (1946-1971)



Lopez, A., "The Puerto Rican Diaspora: A Survey," in A. Lopez, & J. Petras (Eds.), Puerto Rico and Puerto Ricans. Cambridge: Schenken Publishing Co., 1974, p. 322.

MODULE VII

THE EMPLOYMENT SITUATION IN THE U.S.

TIME

Time: 1 hour

PURPOSE

Purpose

The purpose of this module is to inform trainees of the types of occupations held by Puerto Ricans and of the factors affecting employment and low income in the Puerto Rican minority.

LEARNING OBJECTIVES

Learning Objectives

At the end of this module, the trainees will be able to:

- Identify at least five factors affecting employment and low income in the Puerto Rican minority.
- Identify at least three major occupational categories held by Puerto Ricans, both male and female, from 1950 - 1970.

TRAINEE MANUAL

pp. 47

TRAINING RESOURCES

Training Resources

Trainee's Manual (Charts)

1. Occupational status of males in selected occupations, by ethnic background.
2. Occupation of males employed in selected occupations, by race.
3. Male unemployment, by ethnicity.
4. Unemployment rates for Puerto Ricans by sex.
5. Occupational status of females in selected occupations, by ethnic background.
6. Occupation of females employed in selected occupations, by race.

TRAINING STRATEGY

To increase group participation and stimulate discussion, ask the trainees to brainstorm some of the following questions. Record the results on newsprint or chalk board for reference during the lecture section of this module.

- What kinds of jobs are available for substance abusers in your program?
- What kinds of jobs are available for Puerto Rican substance abusers in your program?
- What are some of the problems faced by substance abusers when looking for jobs? Are they the same as faced by Puerto Rican substance abusers?
- How many of your clients are employed? How many are Puerto Ricans? How many males and how many females are employed?
- What are the job categories that your clients work in?

- How many have previous employment records? Does this differ with sex, with being Puerto Rican or non-Puerto Rican?

After the group has discussed their observations, conduct a lecture and discussion period, comparing the group's results to the published statistics for the Puerto Rican segment of the population. Ask trainees to make comparisons with their figures and the figures in the Resource Manual for Puerto Rican substance abusers, for the substance abusing population, and for the Puerto Rican community in general.

Concentrate on developing a more critical awareness in trainees of the nature of occupations most Puerto Ricans hold in the United States and the factors which serve to limit employment opportunities.

VII. THE EMPLOYMENT SITUATION IN THE UNITED STATES

CONTENT OUTLINE	NOTES TO THE TRAINER
For Lecture	
A. Factors Affecting Employment and Low Income 1. The job market 2. Language as a barrier 3. The Puerto Rican woman and female-headed households 4. Certification problems of professionals 5. Lack of work experience 6. Discrimination 7. Jobs and income	This section should address itself to how language and lack of skills affect the Puerto Rican working class. In this area, explore how automation has changed the availability of jobs in the inner city for Puerto Ricans. Relate this to the white middle class exodus from the inner city to the suburbs. This can be linked to the exodus of businesses from the city to the suburbs. Explore how this affects the Puerto Rican worker (very few unskilled jobs left, Puerto Ricans cannot commute to these jobs in the suburbs or compete with the labor pools in those areas). Regarding the oppression of the working woman in general, explore how the Puerto Rican woman faces these problems common to all the sisters - sex discrimination, lack of child care facilities, lower wages than those of men for the same work, lack of work experience, etc. Add to this racial discrimination and language difficulties, then allow trainees to reach their own conclusions as to what this presents for the Puerto Rican family. Another issue to address in this section is the motivation and pressure for assimilation and integration into the American work ethic in terms of the Puerto Rican's reasons for migration. This can be tied in to the political reality between the U.S. and the Commonwealth of Puerto Rico.
B. The 1960's Migrant labor	You can utilize the figures showing an increased migration of Puerto Ricans from the inner city to upstate regions and the high concentrations of Puerto Ricans in the middle Atlantic States (New Jersey, Pennsylvania, Connecticut, Delaware, Maryland, the Carolinas, etc.). Ask the trainees if they have any idea of the reasons for these movements. Ask if they have an idea of what kind of products are produced by the middle Atlantic States. Describe the composition of the migrant labor masses coming to the United States (50,000 - mostly men between the ages of 21-31, married, with less than five years of school, non-skilled, non-English-speaking, and more of the jibaro type). What problems can they foresee that are different from or similar to those faced by the Puerto Ricans who migrated to the U.S. during the 1940's-50's.

CONTENT OUTLINE

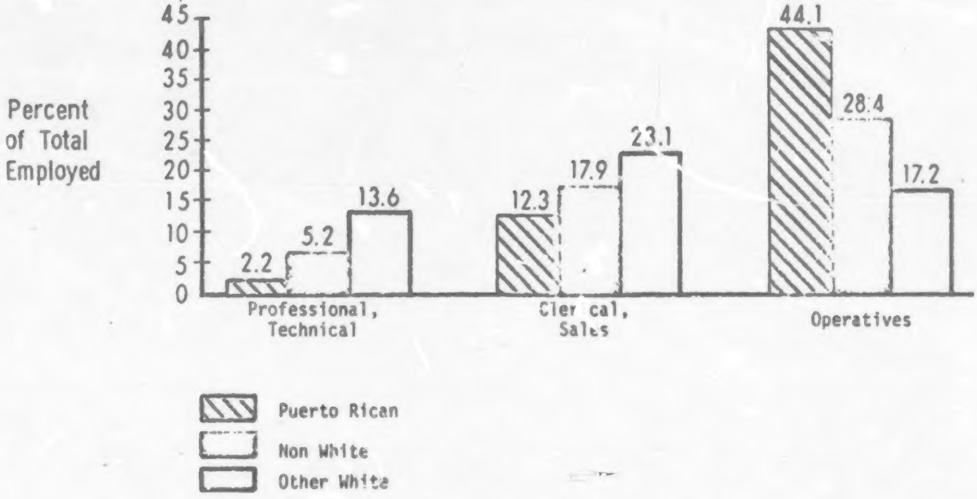
C. Jobs and Income

1. 1950's and jobs: male
2. 1950's and jobs: female
3. 1960's and the War on Poverty
4. Sources of income
5. Unemployment: a matter of definition
6. The occupations

NOTES TO THE TRAINER

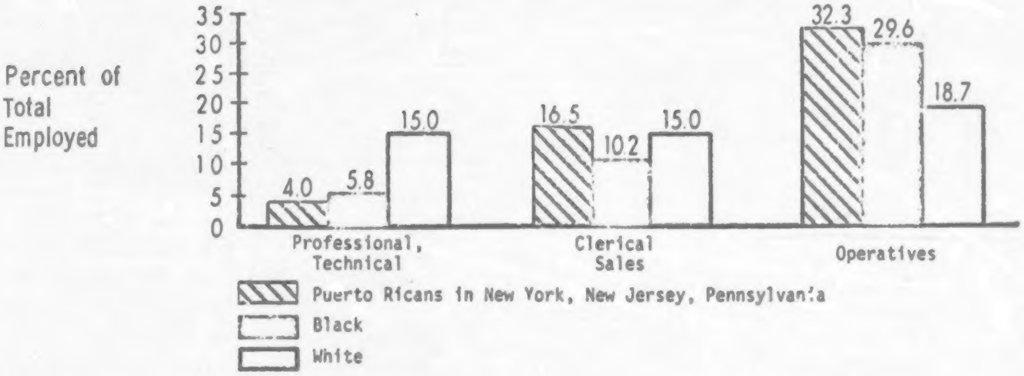
In this section the bargraphs should be used showing the figures for males and females in selected categories. Ask the trainees what they can forecast as to the nature of the major job categories for both male and female Puerto Ricans. What can they say about the jobs Puerto Ricans still hold? What can be implied from this data? What are some of the reasons for this? Do they think this is still true or do they think it has (or will) change(d)? Do they have any other data that contradicts these figures? What do they project will happen in five years? In ten years?

OCCUPATIONAL STATUS OF MALES IN SELECTED OCCUPATIONS,
BY ETHNIC BACKGROUND, NEW YORK CITY, 1960



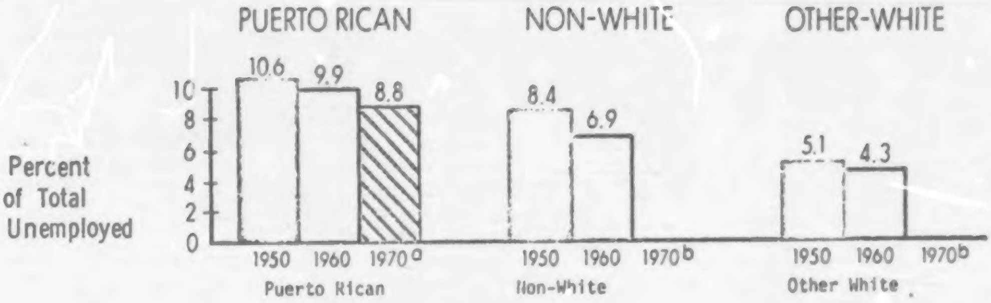
Adapted from Study of Poverty Conditions in the New York Puerto Rican Community. New York: Puerto Rican Forum, Inc., 1964, p. 29.

OCCUPATION OF MALES EMPLOYED IN SELECTED OCCUPATIONS BY RACE, APRIL 1970



Adapted from Wagenheim, K. A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975, p. 92.

MALE UNEMPLOYMENT, BY ETHNICITY, 1950, 1960, 1972

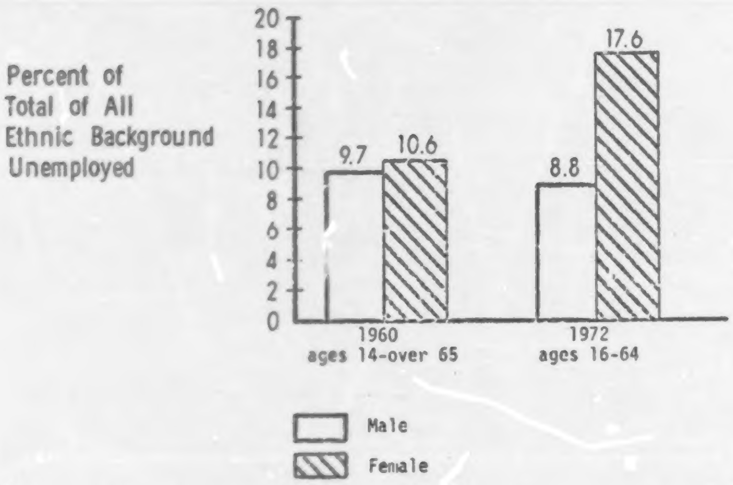


a- ages 16 - 64

b- 1970 figures not available

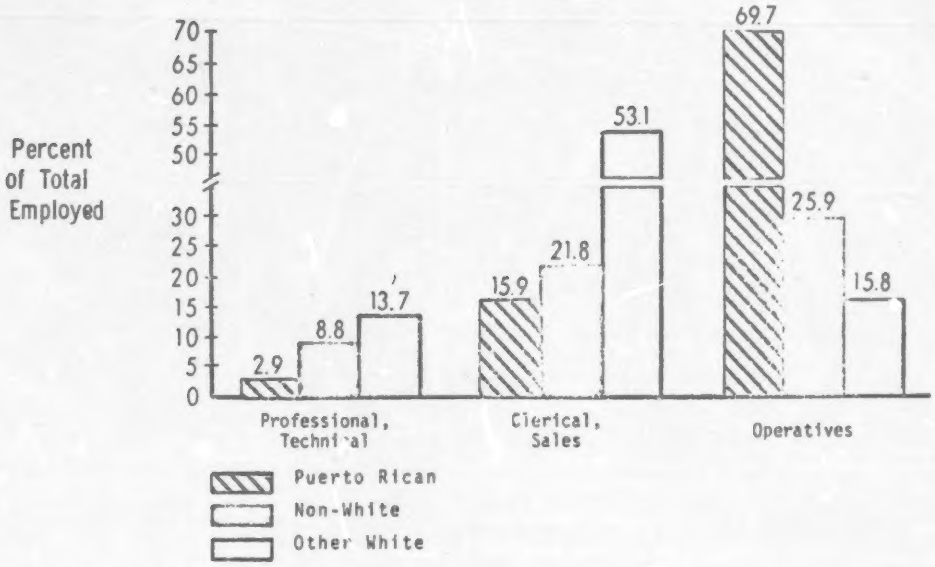
Adapted from Study of Poverty Conditions in the New York Puerto Rican Community. New York: Puerto Rican Forum, Inc. 1964, p. 35 and Wagenheim, K. A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975, p. 91.

UNEMPLOYMENT RATES FOR PUERTO RICANS, BY SEX, 1970 AND 1972



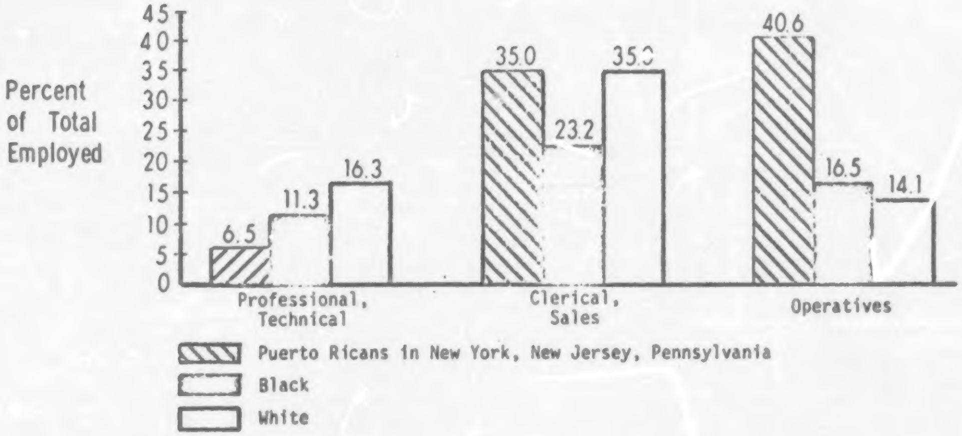
Adapted from Study of Poverty Conditions in the New York Puerto Rican Community. New York: Puerto Rican Forum, Inc., 1964, p. 35. and Wagenheim, K. A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975, p. 91.

OCCUPATIONAL STATUS OF FEMALES IN SELECTED OCCUPATIONS, BY ETHNIC BACKGROUND, NEW YORK CITY, 1960



Adapted from Study of Poverty Conditions in the New York Puerto Rican Community. New York: Puerto Rican Forum, Inc., 1964, p. 29.

OCCUPATION OF FEMALES EMPLOYED IN SELECTED OCCUPATIONS,
BY RACE, APRIL 1970



Adapted from Wagenheim, K. A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975, p. 92.

MODULE VIII

THE HISPANIC ORIGINS OF THE PUERTO RICAN FAMILY AND THE AMERICANIZATION OF PUERTO RICO: THE BROKEN FAMILY IN NEW YORK

TIME

Time: 1 hour

PURPOSE

Purpose

The purpose of this module is to give the trainee a deeper insight into the personality dynamics involved in the Puerto Rican family in Puerto Rico and in the continental United States. An emphasis will be placed on the changing roles of men and women and their effects on the contemporary family in the United States.

LEARNING OBJECTIVES

Learning Objectives

Upon completion of this module, trainees will be able to:

- Define the terms machismo and the virginity cult and discuss the status of these value systems in Puerto Rican society and their impact on the Puerto Rican family in New York City today.
- Define the concepts of the extended family and the compadrazgo system in Puerto Rican culture, and discuss their incidence in Puerto Rican life in the U.S. today.
- State some reasons behind the changing roles in the Puerto Rican family in the U.S.
- State some examples of the changing roles in the Puerto Rican family system as indicators of assimilation of Puerto Ricans into the "American way of life."

TRAINEE MANUAL

pp. 53

TRAINING RESOURCES

Training Resources

Trainee's Manual

TRAINING STRATEGY

Training Strategy

Through lecture and discussion present the basic concepts of machismo, virginity cult, compadrazgo system, changing roles, etc. Explore how these value systems and their associated behaviors are changing today, and the consequent tensions, identity conflicts, etc., affecting Puerto Rican individuals and families.

TRAINER NOTE

A word of caution regarding the theme of the Puerto Rican family. When speaking about the Puerto Rican family, or for that matter any family, as a uniform highly structured system, it would be deceiving and potentially dangerous to draw a "stereotypic" view about such systems. The attempt of the session is to give a brief introduction and overview of the most salient socio-cultural forces at work that define and shape male and female role behavior in the Puerto Rican family on the Island and in the United States. It should also be conveyed to the trainees that these roles and behaviors to be described are "ideal." That is, each society standardizes its ideal behavior for adults and imposes that behavior subtly through an unspoken social contract on the way people in that society are supposed to act. While no person in any given society is expected to demonstrate or conform to the absolute ideal, her/his behavior is certainly regulated by such expectations. Thus, the family serves as the training arena for such behavior and the family receives subtle pressure from the culture at large to guide and instruct youngsters as close to these ideals as possible.

Caution the trainees to also keep in mind that these norms are bound to vary from family to family, and from Island communities to mainland communities. Point out that the Puerto Rican family is in a state of flux and change between two cultures (American vs. Puerto Rican), two languages (Spanish vs. English), and two family systems (extended Puerto Rican family with its traditional values and the American nuclear family with its American values).

You should also mention that no two families will behave identically. Each individual within any family system will react depending on how many of her/his formative yeras were spent in Puerto Rico or in the United States. There are many difficulties adapting the old values to the new environment and adapting to the rewards and punishments related to any or all of these variables in the American Society at large.

It is in this context, then, that we attempt to explore the Puerto Rican family. The intent is not to justify, defend, or in any way make value judgments regarding the subject matter, since any criticisms are bound to be influenced or colored by our own education, class, culture, etc. The goal is to reach a better understanding and higher level of empathy, regarding the many pressures and forces exerted daily on the Puerto Rican family in the United States.

This module generates active discussion as trainees relate personal experiences of their families. Be aware of this and watch the time boundaries.

VIII. THE HISPANIC ORIGINS OF THE PUERTO RICAN FAMILY AND THE AMERICANIZATION OF PUERTO RICO: THE BROKEN FAMILY IN NEW YORK

CONTENT OUTLINE

NOTES TO THE TRAINER

Discussion Guide

A. Historical Roots

For this section you will have to read the Resource Manual carefully. This section is suited to a lecture style of delivery. Since most of your trainees will have limited or no background in this area, you will have to supply the background information to be able to stimulate them into a discussion. Explain that the Puerto Rican family reflects strong Iberian influence and exhibits socio-cultural characteristics common to other European nations.

Mention that the family traditions of Spain were further modified by the Islamic influence of the Moors which placed a high priority on the seclusion and guarding of the female. Mention, too, the heavy influence of the Catholic Church in the Spanish culture and the veneration of the Virgin Mary as contributing factors in the uniqueness of the Spanish system of male-female relations which we have come to call machismo. (Stress that the existence of the word attests to the pervasiveness of this social institution. No other language has such a word.)

Mention also that the ecclesiastical-military-male domination of the Island was to be most instrumental in transforming this institution to its ultimate form. The conquest of Puerto Rico by white Spanish males with an already set idea that all women were one step below men, and the sexual availability of Taino and Black slave women perhaps contributed to alienating the sexes even more.

B. American Imperialism vs. Hispanic Traditions

Be careful how you introduce this section. The area is a very sensitive one and can lead you into tangential discussions that may have nothing to do with the subject at hand. Concentrate on such things as forced instruction in English, American-dominated political and economic processes, American media, etc., as evidence of cultural imperialism. Mention, too, that although Puerto Rico is an Hispanic nation, her existing relationship with the U.S. has politically and socially removed her from the Latin world, without fully integrating her into America's cultural milieu. This separation of the Island from her "Latin American" family can be an allegorical expression of the broken family syndrome. The Island is neither here (Latin American) nor

CONTENT OUTLINE	NOTES TO THE TRAINER
	there (North American). The economic and political processes demonstrate a child-like dependence on the U.S.
C. The Family in New York	In this section you may decide to skip the lecture and directly ask your trainees where it is that they are having trouble with the family, or what areas they feel they need information about. Allow the class to recall some of the stereotypes discussed earlier. See if they can throw some light on how the extended family system can be positive and negative. Ask the trainees (if they are from other ethnic minorities) if they have had similar experiences in their families (especially if there are second-generation, southern-Europeans in the class). Ask how they resolved those problems vis-a-vis the Puerto Rican experience. How were the conditions then conducive to assimilation, and how do these conditions fit or not fit the Puerto Rican minority?
D. Differential Sex Roles 1. Machimso and the virginity cult 2. The extended family system E. Hijos de Crianza and the Compadrazgo System F. The Extended Family and Birth G. Position of the Puerto Rican Woman 1. In Puerto Rico 2. In the U.S. H. The Puerto Rican Family in New York 1. Change and consequences 2. Growth of the youth gangs: 1950-60	In defining the workings of the Puerto Rican family system, be very careful that you make note of the fact that these are traditional roles. Trainees should not go away thinking that they now know what Puerto Rican families are all about. Explain carefully that, while these values and their definitions may apply generally to Puerto Rican society, the society is composed of different classes, income levels, work experience and education; and within these sub-categories one might expect that there will be variations and exceptions to those particular social standards. In addition, significant socio-cultural changes have taken place and continue to do so in the Puerto Rican community.

MODULE IX

THE NUYORICAN: ASPECTS OF THE DEVELOPING CULTURE IN THE U.S.

TIME

Time: 1 hour

PURPOSE

Purpose

The purpose of this module is to increase awareness of some of the latest cultural developments in the Puerto Rican - Latino ghettos of the United States.

LEARNING OBJECTIVES

Learning Objectives

Upon completion of this module, trainees will be able to:

- Explain the cultural and linguistic meaning behind the term salsa.
- Identify at least three socio-cultural problem areas for Puerto Ricans as depicted in the "Puerto Rican Obituary," by Pedro Pietri.

TRAINEE MANUAL

pp. 75

TRAINING RESOURCES

Training Resources

Trainee's Manual

Recorded poem, "The Puerto Rican Obituary," by Pedro Pietri (Coqui Records). (10 minutes)
Transcript of the poem. (pp. 107) Resource Manual
Tape of Puerto Rican Music
NBC film documentary: "Salsa: Our Music." (30 minutes)

At the time of publication of this course, it may be possible that salsa is unavailable for viewing.

TRAINING STRATEGY

Training Strategy

This session revolves entirely around the recorded poem, "Puerto Rican Obituary," and the tape of Puerto Rican Music.

Play the recording of the poem. Elicit reactions, comments and reflections from the group. In your discussion, highlight the points suggested in the content outline. Discuss how the poem reflects on specific socio-cultural problems and makes light of certain situations.

TRAINER NOTE

The term "Nuyorican" is used to refer to the language, culture and people of Puerto Rican extraction, who have been born or raised in New York City. Be careful when using this term since Puerto Ricans from other localities such as Pennsylvania, Rochester, Syracuse, Boston or New Jersey may resent being labeled as such.

HOMEWORK ASSIGNMENT

Tell trainees to read the case studies found on pages 117-134 of their manual, in preparation for Modules X and XI. Remind trainees that they should read (if they have not already) the articles sent to them before the program. All of this reading is necessary for the last two modules to run smoothly.

IX. THE "NUYORICAN:" ASPECTS OF THE DEVELOPING CULTURE IN THE UNITED STATES

CONTENT OUTLINE	NOTES TO THE TRAINER
The Puerto Rican Obituary	Have the trainees read the poem as you play the tape. After the poem, ask for clarification of terms not understood. Follow with an open discussion of the poem. If there is no spontaneous reaction to the poem, lead the discussion by asking: 1. What is the general mood of the poem? 2. Do you like or dislike the poet's delivery? 3. Can you pick out sections which you may have seen in real life? 4. Do you think life has changed for the Puerto Rican people since the poem was written? 5. What kinds of feelings does the poem convey to you? 6. Do you think the poem is sad? happy? funny? angry? frustrated? hurt?
Salsa: Our Music	Introduce the theme of the movie. Make sure that the trainees understand both the definition of the term "salsa" and the conntations associated with it. Also make sure that the trainees realize that salsa goes beyond just music: salsa is a symbol for ghetto youths of their Puerto Rican - Latino heritage. It is the expression of the brothers and sisters as they live, cry, laugh, worry and cope with the Nuyorican experience: Que viva la musica!
Puerto Rican Music	Explain to trainees that this recording contains the true music of Puerto Rico. The three forms of Puerto Rican Music are the Danza, the Bomba and the Plena. The Danza is a dance of French origin. This 17th-18th century dance was received and played in many a Latin American ballroom via Spain. It is the cultured form of music of Puerto Rico. The Bomba was originally a Puerto Rican three drum dance form or marked West African ancestry. It is especially associated with the town of Loiza Aldea of Puerto Rico. The Bomba rhythm and melody pulses are more strongly African than Afro-Latin forms. Rafael Cortijo is the most famous for interpreting the Bomba rhythms.

Puerto Rican Music

The Plena is an Afro-Puerto Rican urban form said to have been developed in Ponce during World War Two. The Plena has four or six line verse with a lyrical refrain which denotes social comment, satire, or humor. Instrumentation has ranges from percussion through accordian or guitar led groups to various dance band formats. The most noted performers have been singer Canario, and bandleaders Ceasar Concepcion, Rafael Cortijo and Willie Colon.

The following are the names of the musical selections, record companies, numbers and dances that are found in the tape recording.

1.	"Ellos Se Jutan"	Cortijo y Su Combo	Coco 113xx	Bomba
2.	"El Bombon De Elena	" "	" "	Plena
3.	"Perfume de Rosa"	" "	" "	Bomba
4.	"Plena en Ponce"	Caesar Concepcion	Carino 5807	Plena
5.	"Oriza"	Cortijo y Su Combo	Coco 113xx	Bomba
6.	"El Club De Las Cuartro Patas"	C. Concepcion	Carino 5807	Plena
7.	"Felices Dias"	Rogelio y Su Orq.	Decca DL8613	Danza
8.	"Sara"	Trio Johnny Rodriguez	Secco SS1	Danza
9.	"Que Bueno Baile Usted"	Tito Puente & His Orq.	Tico 1425	Tipico Salsa

FLOATING MODULE

RACISM IN PUERTO RICO & THE U.S.

TIME:

Time: flexible, inserted at an appropriate point in program.

Recommended Time: 15 - 30 minutes.

PURPOSE

Purpose

The purpose of this module is to explore the myth that there is no racism in Puerto Rico. The module will also describe the "shade discrimination" on the Island as opposed to the "institutionalized racism" of the United States.

LEARNING OBJECTIVES

Learning Objectives

Upon completion of this module trainees will be able to:

- Explain the existence of the myth that there is no racism in Puerto Rico.
- Identify the different racial classifications in Puerto Rico and their origins.
- Give a reason why Puerto Ricans tend to identify with ethnicity rather than race.
- Discuss the question of racial vs. ethnic identification in the United States.

TRAINEE MANUAL PP. 83

TRAINING RESOURCES

Training Resources

Article: "The prejudice of Having No Prejudice in Puerto Rico," by Samuel Betances.

TRAINING STRATEGY

Training Strategy

If the issue of racism does not arise spontaneously in the group, it should be inserted into the cultural discussions at a point you consider appropriate. Racism and ethnicity are important considerations in understanding the Puerto Rican, so these issued should not be neglected. It has been found effective to insert this module in the discussion of the rise of the class system in the 18th century, particulalry with reference to the petit bourgeoisie.

Plan to provide the basic information, as suggested in the content outline, through mini presentations and discussion among participants. Seek to clarify the issues of ethnicity, race and shade discrimination as they affect the Puerto Rican in the United States.

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IX. FLOATING MODULE

CONTENT OUTLINE	NOTES TO THE TRAINER
For Discussion	
A. Historical Roots in Europe	Explain that historically the Spanish had been accustomed to interacting with people of African extraction for years (the Moors) and that racial admixtures had probably taken place in Spain between Black Moors and Spaniards. Also explore the geographical location of Spain and how this led to Spain's being the melting pot of Europe.
B. Historical Roots in Puerto Rico	Explore how the Spaniards' coming to the New World without women led to the sexual abuse of the native Taino women producing the mestizo (Indian mother, Spanish father). This will lead to an introduction of the Black female and the repetition of the same pattern, this time producing the mulatto (Black mother, Spanish father). Read the section in the Resource Manual and give the definitions most commonly used in Puerto Rico and the other Caribbean islands. A word of caution: explain that these terms are not absolute, i.e., a person may place him/herself in any of the categories depending on how he/she perceives him/herself. Explain that the Island has developed a vocabulary around these categories, where positive terms are applied to the lighter-skinned individuals and negative to those who are or approach the blacker categories.
C. "Negro" as Love Token	Explain that, even though there is some stigma attached to being black or dark-skinned, the term "black" or "negro" is used between all the people on the Island as a substitute for such words in English as: "dear," "beloved," "sweetheart," "baby," "lover," "honey," etc.
D. Color and Religion	Explain that not only has there been a synthesis of Catholic, Indian and African beliefs, but that the Virgin Mary and the Christ child themselves are depicted with a distinct deep-tan skin coloration as a visual expression of this synthesis. Each of the three Kings is a different color, also, and they bring gifts to those children that resemble them the most closely in terms of color.
E. Famous Black Puerto Ricans	Recall the famous figures of Emeterio Betances (a mulatto), Celso Barbosa (Black) and Pedro Albizu Campos (mulatto) as evidence of well known and respected figures in the history of the Island.

F. Race as a Social and Personal Issue

A word of caution in dealing with this area. The tendency in the Puerto Rican community around race is to avoid the conversation totally or to say that there is no racism in Puerto Rico. Usually, they are using the American system of racial classification as a point of reference, i.e., institutionalized racism such as that which developed in the South after the Civil War ("separate but equal," separate public utilities, back of the bus, separate trains). If looked at in this manner (and many do), there is no historical evidence of racial tension or race riots in the Island.

All this is true, but point out that racism does not stop in the bus or the school and is not always evident. If, as witnessed in the de facto segregation of the North (especially in such areas as Boston and Washington, D.C.), there was no racism on the Island, why is there such an extensive system of classification based on the utter desirability of a light skin and so many negative connotations applied to black racial characteristics? If blackness is truly accepted by black and white Puerto Ricans, why is it that black Puerto Ricans refused to speak English so that they would not be confused or identified with American blacks?

This is a very controversial issue in the community but must be explored fully. It is also of prime importance that you make clear that just as the culture and language of Puerto Rico is a blending of the three groups and cannot be separated, then it follows that the people themselves, for the most part, cannot be neatly fitted into the black-white racial dichotomies of the United States. Do not fall into the trap of making the blanket statement that all Puerto Ricans are of mixed racial backgrounds because this is simply not true. There are "pure" black and "pure" whites on the Island with the majority of the people falling between the two extremes.

Discuss the type of racism evident on the Island - a subtle "shade discrimination" that, while not being as overt as that of the U.S., is just as damaging and psychologically crippling to black Puerto Ricans as the former. The point here is that when treating a client, you should be very careful as to how you approach this subject. Misunderstanding or making your client look at race the way you do may infringe on his/her dignidad (dignity) and be seen as a falta de respeto (lack of respect).

MODULE X

SPECIFIC PROBLEMS & ISSUES IN DEALING WITH THE PUERTO RICAN SUBSTANCE ABUSER

TIME

Time: 1 hour, 45 minutes

PURPOSE

Purpose

The purpose of this module is to introduce trainees to some of the problems involved in the treatment of Puerto Rican substance abusers. Specifically, it should make trainees more aware of some of the socio-cultural problems and the history that is unique to Puerto Rican abusers as a sub-group of the substance abusing population in general. These problems will be discussed to determine the implications for: (a) contributors to substance abuse; (b) impediments to treatment opportunities; (c) indicators of appropriate treatment goals and activities; and (d) a guide to counselors on do's and don't's when dealing with Puerto Ricans.

LEARNING OBJECTIVES

Learning Objectives

Upon completion of this module trainees will be able to:

- List five problems specific to the Puerto Rican substance abuser.
- List five problems Puerto Ricans share with substance abusers in general.
- Discuss some of the implications of these problems in terms of appropriate and inappropriate treatment plans for Puerto Rican substance abusers.
- Identify at least five implementable solutions in their treatment setting.
- Identify appropriate worker responses and common worker mistakes when dealing with cultural aspects of Puerto Rican abusers.

TRAINING MANUAL

PP. 95

TRAINING RESOURCES

Trainee's Introductory Packet of Readings (see below).

Newsprint or chalk board markers.

TRAINING STRATEGY

Training Strategy

ADVANCE READING ASSIGNMENT

Advance Reading Assignment

The following articles should be assigned for reading before this session begins. Trainees should be sent the materials a few weeks in advance if possible.

"The Dynamics and Treatment of the Young Drug Abuser in an Hispanic Therapeutic Community," by Herbert J. Freudenberg, Ph.D.

"Social and Cultural Factors Related to Narcotic Use Among Puerto Ricans in New York City," by Edward Preble

"Drug Addition is Not Physiologic," by Efren E. Ramirez, M.D.

"Social Rehabilitation of Hispanic Addicts: A Cultural Gap," by John A. Langrod, Pedro Ruiz, M.D., Lois Alksne, M.A., and Joyce Lowinson, M.D.

"Socio-Cultural Components of the Alcoholism Problems in Puerto Rico," by Carlos Aviles-Roic, M.D.

Copies of these articles are provided in Module X of the Resource Manual.

WHEN TO MAKE THE ASSIGNMENT The articles provide an introduction to an overview of the program. Careful study will enhance trainees' ability to understand the information presented in the program and relate it meaningfully to the context of substance abuse among Puerto Ricans. The articles also provide a broader perspective of the socio-cultural characteristics of the Puerto Rican addict than can be presented in a short program.

SENDING THE PACKET The introductory packet of readings should be sent to trainees at least two weeks prior to attending training to give them adequate time to review these materials.

IMPORTANCE Careful study of these readings is an important component of the program. While each article is not discussed in detail, reference is made to them throughout the program, and particular emphasis is placed on them in discussions during Session Five. The information, ideas and issues dealt with in the articles are covered in the post-assessment for the program.

A sample cover letter to trainees is included in this section of the manual. Be sure trainees understand the importance of reading the articles ahead of time. It would be a good idea to check during your first session to see how many have done the reading and to remind them of the assignment.

CONTENT OUTLINE	NOTES TO THE TRAINER
For Discussion	
A. Review	Review and priority setting. Review the concepts presented in the preceding modules stressing the role functions in the Puerto Rican community and the values and attitudes Puerto Ricans attach to those role functions. Then ask trainees to raise any questions they may want to cover in the session. Present the list of cultural factors outlined on pp. and have trainees prioritize the areas they wish to cover. (Includes the areas asked for by the group.)
B. Discussion	Discussion. Lead a discussion on the cultural factors affecting Puerto Ricans in general, and substance abuse clients in particular. Present the information on the cultural factors in the order agreed upon by the training community. These sheets are not all inclusive - add more examples from your experiences. Encourage trainees to contribute examples and suggestions for intervention strategies. Suggest that trainees add the group-generated ideas to the sheets in their manuals as a good reference for future use. You may also want to take note of the ideas generated by the group for use in later deliveries.
C. Wrap-Up	Wrap-Up. Bring the discussion to a close and orient participants to the next module where they will be using the information discussed in this module to analyze case histories and suggest intervention strategies.
Trainer Note	When presenting this information, be sure to stress to trainees that these are generalizations which will not apply or be exhibited by a client under all situations. Each client is unique and will display a combination of attitudes and behaviors that are based on many factors. Failure to recognize the differences between individuals can be potentially dangerous. By no means is information to be stereotyped to apply to all Puerto Rican clients across the board. The purpose for presenting this information in the following manner is to provide some concrete variables that may facilitate or hinder the helping process. These general guidelines are intended to increase the counselor or helper's sensitivity and awareness in dealing with his/her client; however, they must be applied in varying combina-

tions based upon the specific client and the encounter involved.

Remember also that the Puerto Rican community is in a state of flux from the Island Hispanic culture to the continental American culture. As such, some old culture patterns are being reinforced while others are struggling to recombine into more functional ones. The cultural factors discussed are not inclusive; you may wish to add or subtract categories as you gather new information. Encourage the participants to come up with variables that may not be represented in the pages that follow.

It is important to use specific examples to explain points you are discussing. This will help to move this information out of the realm of the abstract and make it "come alive" to the trainees.

Much of this information is addressed in the articles given out to trainees and is discussed in the reference materials for each module. You may wish to refresh your memory by rereading the articles and reference sections of this manual.

For training populations who work with adolescents or other special groups, encourage trainees to relate the discussion to their own clients and give examples that apply to the groups they are working with.

ADVANCE READING ASSIGNMENT

COVER LETTER TO TRAINEES

To: Participants in the Program:
"Puerto Rican History & Culture: A Short Overview"

Subject: Advance Reading Assignment

This packet contains six articles to be read before you attend the training session.

Before the course?

Yes. The articles have been carefully selected to give you a general background in some of the problems facing Puerto Ricans in the United States, in general, and those that are specific to Puerto Rican substance abusers.

Careful reading of these articles will enhance your ability to understand the information presented in this intensive program and apply it meaningfully within the context of substance abuse among Puerto Ricans. The articles provide a much broader perspective on the problem that can be dealt with in a short program of this type, and one which is necessary for you to understand if you are to obtain the maximum benefit from this program.

We strongly recommend that you read the articles. The information covered in them will not be presented during the session. However, you will need to have read them so you can participate in discussions; and the information will be covered in the post-assessment for the program.

So, take some time in the next few days to read them carefully. They will not take you more than a couple of hours to read. The six articles enclosed are:

"The Dynamics and Treatment of the Young Drug Abuser in an Hispanic Therapeutic Community," by Herbert J. Freudenberger, Ph.D.

"Social and Cultural Factors Related to Narcotic Use Among Puerto Ricans in New York City," by Edward Preble

"Drug Addiction is not Physiologic," by Efren E. Ramirez, M.D.

"Culture Sensitivity and the Puerto Rican Client," by Sonia Badilla Ghali

"Social Rehabilitation of Hispanic Addicts: A Cultural Gap," by John Langrod, Pedro Ruiz, M.D., Lois Alksne, and Joyce Lowinson, M.D.

"Socio-Cultural Components of the Alcoholism Problem in Puerto Rico," by Carlos Avilez-Roig, M.D.

In reading these articles, compare the approaches taken by Freudenberger, Preble and Ramirez regarding the causes of drug addiction. Note the points of controversy amongst these authors with regard to whether substance abuse is:

a physiological dependence

solely psychological in origin

a combination of the two

Be prepared to discuss the pros and cons of the issues involved in terms of your personal experience in working with addicts and/or in related fields. Also, be ready to share experiences with your fellow participants that will help clarify these issues.

Consider the socio-cultural characteristics, problems, and issues that Ghali and Langrod, et al., discuss. How have you seen these evidenced among your clients? What implications do they have for counseling and treatment alternatives?

Pay close attention to the discussion in each of the articles around these issues:

A. Cultural Conflicts

1. machismo, respeto, dignidad and carino
2. Puerto Rican individualism vs. the American concept of teamwork
3. confianza and interpersonal relationships

B. Employment

1. education level
2. income level
3. skills level
4. discrimination (shade discrimination vs. American race issues)

C. Puerto Ricans, the Helping Professions, and Institutions

1. the extended family vs. the institution
2. the spiritualist: part-time counselor
3. cultural sensitivity in therapeutic institutions: the para-professional as liaison and role model
4. assessment of therapeútic need, treatment and use of auxiliary services: multi-service modalities
5. language: breakdown in communications

D. Dynamics of Family Culture

1. migration (cultural - linguistic shuttle) and the breakdown of the Puerto Rican family
2. the extended family and the compadrazgo system: a survival mechanism
3. machismo and marianismo: sex role reversals
4. psychological-psychosomatic disorders: the "ataque" or "Puerto Rican syndrome" in Puerto Rican women
5. adolescents and culture shock : multi-generation gaps
6. race, color and ethnicity: intra-family conflicts
7. treatment: family therapy and the attempt to find coping mechanisms

E. Therapeutic Communities vs. Chemotherapy

F. Alcoholism in the Puerto Rican Community

1. Alcoholism vs. substance abuse: a case of cultural interpretations
2. Alcoholism and machismo-cultural expectations
3. Alcoholism and the Puerto Rican rum industry
4. The Puerto Rican extended family and alcoholism: its therapeutic value as a support system in treatment
5. The Puerto Rican woman and alcoholism: the changing roles and cultural expectations
6. The therapist and the alcoholic client: a need for confianza empathy.

MODULE XI

SAMPLE CLIENT CASE STUDIES & INTERVENTION STRATEGIES

TIME:

Time: Part I - 1 hour
Part II- 2 1/2 hours

PURPOSE

Purpose

This session is divided into 2 parts. Part I will assist trainees in incorporating the socio-cultural and historical information they have learned into a greater understanding of their Puerto Rican clients. The session will also help trainees in forming more appropriate attitudes towards Puerto Rican clients.

Part II provides trainees with an opportunity to apply what they have learned in analyzing a sample case study and preparing a strategy for intervention. The practice gained in this session should provide useful guidelines for their own work with Puerto Rican substance abusers.

LEARNING OBJECTIVES

Upon completion of this session, trainees will be able to:

- Identify the central issues, problems, or factors, seen in a sample case study, that may be related to the client's addiction and seem to have particular significance in light of the client's Puerto Rican background and culture.
- Prepare appropriate intervention strategies for the client in the case study.
- Discuss relative merits and disadvantages of different intervention approaches and activities.
- Match the factors, issues, etc., identified from the case studies to the related socio-cultural problem area(s) that contribute to the substance abuse situation.

TRAINING MANUAL

PP. 113

TRAINING RESOURCES

Newsprint and extra markers for small group use.

TRAINER NOTE

Trainer Note

Four case studies have been included with this program. You may also want to bring case studies of your own, or ask participants to bring case studies for this session. In this way, you will be able to build up a collection of case studies to use in this program.

The case studies in the Trainer Manual have had the central issues, problems, or factors underlined as a guide to the possible areas for discussion. The numbers in the column "Response" correspond to those areas listed on the sheet, "Some Potential Problem Areas for the Puerto Rican Substance Abuser" (p. 113) which trainees will need to refer to throughout the module. Possible intervention strategies for one case study, "Maria" have been outlined to provide you with an example of what types of interventions could be suggested by participants for the other case studies. You may want to use "Maria" as the example in the Part I walk-through of the exercise, but do not feel constrained by the suggested intervention strategies. You are free to change or add to the strategies already listed.

PART I

Part I - Strategies

1. Direct participants to their manuals for the case study you have chosen to use as the example. If you use a case study other than the ones included with this program, make sure that all trainees have a copy. Have participants also look at p. 114 in their manuals for the sheet "Some Potential Problem Areas for the Puerto Rican Substance Abuser." Give them time to read through the materials before starting the walk-through.

   NOTE: Tell trainees that this sheet is different from the materials presented in the cultural factors section of the previous module. The areas that can cause problems for Puerto Rican substance abusers have been summarized and this provides a different way of presenting the material than that in Module X. While the Problem sheet only lists some potential problem areas, the Cultural Factors sheet presented in Module X gives some suggestions for intervention strategies for some of these problem areas. In their own work with the case studies, trainees should refer to the Problem sheet to identify the areas of difficulty for the Puerto Rican client, and then refer to the Cultural Factors sheets for the possible intervention strategies.

2. Identify the central issues, problems, or factors that may be related to this client. Ask trainees to underline these items as you identify them (just as they will later on for their own case studies).

3. Present the problem areas from the sheet ("Some Potential Problem Areas for Puerto Rican Substance Abusers") that apply to this case and then ask trainees for others you might have missed. As each problem area is discussed, write the number of that problem area in the column marked "Response" on the case study, next to each issue you have underlined in the case that it applies to.

   You might conduct this walk-through in the opposite manner, i.e., you might have participants identify the problem areas as a large group, and then you will add any areas they may have missed. In either case, solicit a discussion on these problem areas.

4. Present one possible intervention strategy for the client. Solicit other alternatives and interpretations from the group, or ask them to brainstorm, and discuss possible intervention strategies.

PART III

Part II - Strategies

1. Divide the trainees into small groups. You may wish to do this in a couple of different ways.

   a. Divide the large group into a number of equal size groups and give each group a different case study. (The number of groups depends on the number of case studies you have. Remember to give each trainee a copy of all the case studies used by the entire training population.)

   OR

   b. Divide the large group into small groups of 3-5 people and give out the case studies. Some groups may have the same case study and then the groups can compare their intervention strategies.

2. Go over the instructions with the trainees, and ask them to follow along in their manuals. Ask for any questions and be prepared to repeat the instructions to groups during the exercise itself as trainees sometimes are not clear on what they are to do in the exercise.

3. Tell the trainees to refer to the sheet of potential problem areas

4. Give trainees the following time guidelines for this exercise:

    a. 20-30 min. - trainees read the cases individually and outline the problem areas themselves.

    b. 30 min. - as a group, talk about the case, compare notes, and individuals make additions to their own case based on the group discussion.

    c. 1 1/2 hours - for groups to present their cases. Each small group should select a spokesperson to present that group's results.

NOTE: The time for each group's presentation and the resulting discussion will depend on the number of groups. Keep track of the time.

5. While the small groups are carrying out the task, rotate among them and facilitate as needed. As a resource person, your tasks are providing materials, and solving cultural or linguistic problems that might arise. Be a consultant. Do not become actively engaged in analyzing the cases or preparing intervention strategies. Keep the groups abreast of the time and call out the time at regular intervals.

NOTE: This is, for the most part, a self-directed task once groups get started, requiring minimal trainer intervention.

6. Have each group present its case briefly and explain their analysis of the problem(s) and suggested intervention strategies, soliciting group discussion. Have all trainees note the results on their own copies of the case studies in the manual.

ADVANCE
PREPARATION

Advance Preparation

1. Note the total number of trainees you will have an plan the number of small groups you want. (See Step 1 of the Training Strategy for Part II to decide how many groups you will have.)

2. If you are going to use case studies that are not in the Trainee manual, duplicate enough case studies so all participants will have a copy. Hand these out the day before this session and tell trainees to read through all the cases you will use in the module.

3. Remind trainees to bring their manuals to the session.

PUERTO RICAN HISTORY & CULTURE

CLIENT HISTORY CASE STUDIES ACTIVITY

INSTRUCTIONS

You have been given: (1) a sheet that lists Some Potential Problem Areas for the Puerto Rican Substance Abuser; and (2) a sample case history.

1. Read your Sample Case History carefully. As you read, underline the key phrases that indicate central issues, problems or factors from the history that you think may be related to your client's addiction and seem to have particular significance because of your client's Puerto Rican background and culture.

2. Now look at the list Some Potential Problem Areas for the Puerto Rican Substance Abuser. This list describes eight key socio-cultural problem areas that Puerto Ricans living in the U.S. may face and that may lead to and/or compound a substance abuse situation.

    a. Which of these problem areas do you think are related to your client's problem (causes, contributing factors, present problems, etc.)?

    b. Write the number(s) of the related problem area(s) in the column marked Response beside each issue that you underlined.

3. In the Comments column, add any extra remarks you would like, for example, to explain your answer, or points you would like to clarify in discussion.

Small Group Activity

4. When every member of your group has finished, discuss your answers with each other. See if you can agree on the key factors and related problem areas affecting your client.

5. Discuss possible treatment plans or interventions you feel might be appropriate for your client. List some goals and activities you would recommend for this client.

6. Sum up your group's responses on newsprint for presentation to the rest of the program participants. List briefly:

    a. the key factors and problem areas.

    b. your treatment/intervention goals and activities.

7. Select someone to speak for your group to present your case and discuss your ideas.

Trainee Manal p.

SOME POTENTIAL PROBLEM AREAS FOR THE PUERTO RICAN DRUG ABUSER

PRH&C: Client History Case Studies Activity

Problem Area	Examples
1. Language	Inability to read and write English and/or Spanish; sub-standard conversational ability in English.
2. Shuttle Culture	Culture shock, ambivalence in the areas of language, culture and identity.
3. Employment	Lack of skills; discrimination in hiring and employment practices; unable to express oneself clearly in an interview.
4. Family Ties	Breakdown of extended family and its related support systems such as: lack of supervision of children. family authority structure, dignity; broken home; restrictive upbringing in conflict with American customs.
5. Changing Roles	Parents dependent on their children to interpret the English language and the U.S. society in general; increasing female assertiveness; marital roles changing.
6. Sexuality, Machismo and Virginity Cult	Male jealousy and distrust of females; double sexual standards; female expected to be submissive/passive; extreme importance placed on virginity; female negative self-image; little tolerance for or understanding of homosexuality; naive about sexuality in general.
7. Race	Identity conflict (U.S. white vs. black categorization vs. Puerto Rican ethnicity); shade discrimination within the Puerto Rican community; racial prejudice from the external community.
8. Environmental Factors	From rural upbringing to urban environment; reliance on spiritismo vs. medical science.

Trainee Manual p. 114

Case Study Interventions:

Subject: Maria

1. Medical work-up
    - a. Explore issues concerning her feelings as a Puerto Rican female being examined by a male gynecologist? Is she willing to do so? If not, will she be willing to undergo an examination by a female nurse?
2. Assignment of a Latino-female therapist to explore:
    - a. Negative self-image:
        - (1) weight problem
        - (2) dependency on husband or significant male figures
        - (3) prostitution vis-a-vis Puerto Rican cultural expectations of a "good" woman
        - (4) Identity - how does she feel as a female addict? a Puerto Rican?
3. Break-up of Extended and nuclear family ties
    - a. Where was she born? (Puerto Rico or the U.S.)
    - b. Where did she grow up? (Puerto Rico or the U.S.)
    - c. Why was she placed in a girls' home?
    - d. Who placed her in the home? her parents, a close relative or the state?
    - e. What were her feelings about being placed in a home?
    - f. Who was closer to her in her family? father or mother?
    - g. Who were her favorite counselors/ male or female?
4. Educational Background
    - a. Did she finish high school?
    - b. Did she have problems with language in school?
    - c. Where did she go to school? in Puerto Rico? the U.S.? Did she attend both?
    - d. What was her first language? When did she learn English? Is she fully bilingual and literate in both languages?
    - e. Which language does she prefer to use? at home? in treatment? in work?
    - d. What language was spoken in the home?
    - e. Were her parents bilingual?
    - g. What kinds of jobs and/or skills does she possess besides cocktail waitress?
    - h. What kinds of careers is she interested in?
    - i. How does she feel about being economically self-sufficient?
5. Breakdown of immediate (nuclear) family

a. Did her break-up resemble that of her first family? What were the reasons for her break-up with her husband?

b. Is her husband a substance abuser?

c. Where is her husband? her son?

d. Does she want to attempt to reestablish her relationships with her extended family and/or her nuclear family?

6. Family Counseling to explore

a. Will the extended family attend treatment modality?

b. Will the nuclear family attend treatment modality?

c. Will the husband be willing to take her back once treatment is complete?

7. Explore low-key feminism in all Latino women's group to explore the issues of cross-cultural feminism and its impact on the Puerto Rican family: man; woman; children.

SAMPLE CLIENT CASE HISTORY

Puerto Rican History & Culture

CASE: Maria	Response	Comments
The following is an excerpt of an interview which took place between a Puerto Rican ex-addict and a clinical psychologist studying drug abuse among Puerto Ricans. It is not a therapeutic interaction. Maria, now successfully rehabilitated, is reflecting back on some of the reasons for her involvement with drugs and her experiences growing up. What insights can you gain from this woman's view of the socio-cultural factors affecting Puerto Rican drug abuse? What specific treatment plans might you have recommended for Maria when she was a drug abuser? (M = Maria; I = Interviewer)		
I: Maria, let's talk about why you think Puerto Ricans become involved with drugs.		
M: Okay, but I must say one thing: I'm not really speaking for any group of people; these are my own individual theories, my own individual thoughts.		
I: Why don't you first tell me how you got into drugs.		
M: Well, I started using dope when I was twelve.		
I: What kind of dope?		
M: Everything. Demies, speed.		
I: Why?		
M: That's a weird question. I was put into a girls' home when I was twelve. The girls were smoking dope, smoking cigarettes, dropping pills. They did it; I did it.	48	
I: Why did they do it?		
M: To get loaded.		
I: Why did they want to get loaded?		
M: I don't know all of the psychological reasons, but I can tell you some of the other reasons. We were locked up in a girls' home. The fact was that somehow we had been rejected by our parents or captured by the state.	4	
I: Why did you get into doing heroin?		
M: I didn't start shooting heroin until I was 21. By then I had been through all of the psychedelics and about a three-year run on		

CASE: Maria		Response	Comments
M:	methamphetamine, which ended me up in the nuthouse, really totally out of it. I was living with a guy and another couple who were dealing heroin and cocaine. Now my thing, up to that point, had been speed, and if they hadn't mixed it with cocaine I probably never would have tried it because I didn't like downers.	85	
I:	Why did you like speed?		
M:	I think I was basically really lazy and I liked to accomplish a lot of things, and I like speeding. I liked all of that.		
I:	It made you feel confident?		
M:	Yeah, and I didn't used to be confident. I was really most of my life battling against being lazy, lethargic. I was also kind of heavy and people were always teasing me, so the first drug I ever took was diet pills (because my sister was trying to get me to lose weight). I discovered that in addition to taking my appetite away, the pills helped me to do all of those things that I had to do that I never felt like doing, like washing the dishes and mopping the floor.	6	
	But back to heroin. My husband was a musician; he was on the road a lot . . . While he was gone I discovered that I could get loaded on heroin and I wouldn't be thinking about sex so much. And I was really being faithful to him because I wasn't really turning tricks. My hustle then was selling weed and pills and that kind of thing. Until I became a prostitute, I really believed that prostitution would keep me from enjoying sex with my old man. Then I discovered I was wrong.	65	
I:	So you kind of just drifted into taking heroin?		
M:	Yeah. The couple living there would say "You want some?" and I would say "No." Finally, I said "Yes." It was kind of a bad time in my life, but I don't know if that had anything to do with it or not. I don't really know.		
I:	Like if you hadn't been exposed to it, you might not have used it?		
M:	Well, I had been exposed to it all of my life, but I had always said if I ever shot dope, I'd be the biggest dope fiend in town and I didn't want to do that.		

CASE: Maria	Response	Comments
I: Then what made you start when you did?		
M: I don't know. My old man was gone a lot; I was alone; I wasn't working much of the time . . .		
I: What were you doing?		
M: I was a cocktail waitress. My husband had taken my son. That was a big responsibility that was taken away from me. All of a sudden I didn't have to be there 24 hours a day. I could relax sometimes. With my son there I couldn't get loaded because I had the responsibility of a small child. Then when he was gone it was a little harder to leave it alone. Once you get used to getting loaded, once it's okay, it's pretty hard to place a period on what you used to get loaded. "Well, I will take this and I won't take that," etc. Unless you try it and don't like it. But, I've never gotten loaded on anything that I didn't like. Prior to 1969, everything that I ever tried I loved.	56 4	
I: People say you don't feel any anxiety when you're on dope. You don't think about anything?		
M: Yeah. You feel anxiety, "Boy, I'm going to be out sick. . ." But that's all.		
I: When you're loaded, you don't even feel that?		
M: Of course you don't think about it when you're loaded, because you're loaded, right? One time I went back to drugs because I was in a lot of pain from an unhappy relationship. I knew that medication would get me through. It never occurred to me to go into therapy or to take tranquilizers or take transactional analysis. . .I went back to my old system, the system that I was familiar with. I can remember very vividly thinking, "Women who don't shoot dope and go through this mess with men are insane." And I went back and didn't even try to stop for two years. I just wanted to be tranquilized. I didn't want to feel nothing for nobody. Let me tell you a phenomenon that I ran across that I really hadn't paid attention to before. In New York, there are a lot of working addicts. They maintain a job through their whole life, and then maybe fix on the weekends.		
I: And that's it?		

CASE: Maria	Response	Comments
M: Yeah. The first dope fiend I ever met in my life had a job. And three of five I met after that worked all the time, dealt dope, so it wasn't a matter of hustling, but they controlled it.		
I: Well, why do they get loaded?		
M: Because it feels good. It feels better than alcohol, it feels better than weed. Some people get off of work and on the weekends all they do is smoke weed and party, right?		
I: Right.		
M: Well, some people party with stuff and can handle it for years--twenty years. I couldn't believe it--I wasn't that kind of addict. But they're out there and there's a lot of them. I was really even shocked one time to hear one program person say that every six months he's got to get loaded.		
I: Maria, do you think that maybe Puerto Ricans use drugs for different reasons than Anglos use drugs?		
M: I think so.		
You're made to feel very inadequate in this society as a Puerto Rican. First of all, you don't speak the language properly. Second of all, you're never given the kinds of jobs, or the job skills, or the education. And the only time that you can feel adequate in this society, which judges you on how much money you have, is when you hustle. And that's the only outlet you have. So Puerto Ricans, if they do use, not only feel adequate through the drug but feel adequate because they have a hustle. Whether it's a good role or a bad role or whatever you want to call it, they maintain their manhood.	32	
I: Let's talk more about the feelings of inadequacy. What about language and education?		
M: It's so difficult to get the basics with the language confusion that Puerto Ricans have a 50% high school dropout rate today. And bilingual education is a new idea. If you don't have the basics it makes it literally impossible to compete in the school system. If you can't read, you can't make it past the seventh, eighth, or the ninth grade. And if that English stuff isn't in your head good, it's hard.	1	

CASE: Maria	Response	Comments
M: You're not given the basics of either language. Every day you speak both languages depending on whom you're talking to. In my family you spoke two languages in every sentence. The only time that we ever spoke only English was when there was somebody in the house that couldn't understand Spanish.	2	
Growing up Puerto Rican		
I: Let's go back to the traditional role of the Puerto Rican. The traditional attitude toward her. What were you taught to expect when you grew up?		
M: I was raised to believe that I should get married, have children, keep my house clean, take care of my kids, take care of my husband. When my husband came home I should have dinner on the table for him. My family should be my whole life. And the thought of a career, or of going to school, or having anything outside of my home should always be secondary. In my neighborhood women didn't even belong to the PTA. They were home cooking, sewing, and cleaning their house—and not watching T.V. either. That's the kind of role I was brought up to expect. By the time I was eight I could cook for my whole family. Those kinds of things were what women were taught and that was their role.	45 6	
You were taught to obey your father and your brother. And when you got married you listened to brother-in-law, and in many, many ways that's still in there. In many ways I still feel the need to have a significant other person I can love, give to, and take care of, and who will be someone I can obey. It's weird, but it's true. Although I can fight it and I'm very independent, and I don't live with anybody and nobody tells me what to do very often, I stop and think about it: that would make me happy. Because somehow or another when you clean up you want to go back to being good and that means something back in your childhood. It doesn't mean what you have been doing, and most of the time it doesn't mean a career because that's not a part of your upbringing.	45 6 56	
When you get clean, you're all of a sudden having to be totally responsible for taking care of a lot of business, and nine times out of ten you have kids. All of a sudden you've got to make appointments, you've got to find a babysitter, you've got to catch a bus here and know your way around the city, and you're not used to that. You're used to somebody		

CASE: Maria	Response	Comments
M: picking you up and taking you somewhere, or staying home. All of a sudden you've got to really be a superperson. And that requires a lot of confidence and initiative and ability. You've got to become self-activated to pick up the telephone and dial the transit information number and find out how to get there on the bus. You've got to know that that's what you do in order to get somewhere and you can't wait around for people to take you places.		
I: Or having someone take care of you, too?		
M: Yeah.		
I: Do you see any changes taking place in the role of the Puerto Rican woman?		
M: There's a change happening because the whole society is changing and it's affecting all of us. It's not just affecting Anglo women or Black women, it's affecting the Puerto Rican culture, too. Whether we like it or not, part of the change is the new freedom that women are feeling and Puerto Ricans are being touched.	2	
I: What kind of new freedom?		
M: Well, when the money changes hands and it gets spread and more people have more money, women are economically independent; they automatically have a whole lot more freedom than they've ever had before.		
I: How is this affecting the Puerto Rican man?		
M: I think they're feeling very threatened. I think they're feeling insecure. I'm afraid we're taking away the traditions and the values and we have nothing of value to replace them and I don't like that.	56 2	
I: The women are becoming more assertive. . .?		
M: They have always been assertive and taken care of business and been responsible, and they've always done a lot of work, but recently they've become more verbal with it. Before it was just doing it that counted, and now they're starting to compete. And that's not always an easy life to live. It gets to be pretty lonely.	65 2	
I: Why does it get to be lonely? People don't associate with you? Men don't want you? Why does it get to be lonely?		
M: That's right. You become a threat. You		

CASE: Maria	Response	Comments
M: become confident, you become confident, you become verbal. . .I don't really know. I know that when I first started working in the drug abuse field, I saw around 15-20 professional Puerto Rican women around working in all different fields. And they had an association of Latin American Women and we got together and we talked about several things like why most of them are married to Anglo men, why they aren't married to Puerto Ricans. And I was scared because at that time I was married and I didn't want to lose my marriage, which eventually I ended up doing. I was really concerned with why the few ones that were married were married to Anglos and the rest of them were divorced. And my first questions to them were, "What's happened here, man? How come you're not married to Puerto Ricans? How come you're all divorced? What is the phenomenon that's going on?" and they were saying that	56 4	
it was really hard to get through the traditional role that you break when you become a professional and become confident and still stay with a Puerto Rican man.	56 4	

SAMPLE CLIENT CASE HISTORY

Puerto Rican History & Culture

CASE: Carlos	Response	Comments
Carlos is a short man of Puerto Rican background; his face is somewhat puffy and sallow. He affects dark glasses and looks tense and troubled. He first became addicted through his older brother who was a drug user and had many "fine" friends. One time Carlos threatened to squeal on his older brother (who was sixteen at the time). In order to prevent being exposed, the older brother decided to involve Carlos in his addiction. Carlos looked up to his brother and his friends; they were like idols to him. They affected an aloof manner and dressed well, and he tried to imitate them since it was something new and "cool."	8 4	
Looking back now, he can single out the first invitation coming from his brother, but the reasons for continuing with drugs were related to complexes developed during puberty. Carlos felt very uncomfortable in the "cage of self" and was not at all sure of his image as a man or woman. He became preoccupied, even obsessed, with the question, spending long hours before the mirror. He was worried about his body and wished he had hair on his chest and other kinds of proof that he was indeed a man. Being with the older boys and being accepted by them helped allay some of his anxiety.	6 2	
He was a chubby boy, and this annoyed him because it was associated in his mind with femininity. He was also bothered greatly because he felt that he had a small penis. Furthermore, he felt his breast nipples were enlarged, and this, too, was a feminine trait. Strangely enough, he said he looked at homosexuals, noted that some of them had muscles and no nipples, and he envied them. It is interesting that Carlos should have singled out homosexuals as objects of admiration or envy. He said he wished he had been created differently, not so chubby, and wondered why God had not given him a body like that of these homosexuals. (Was he perhaps confusing homo- and heterosexual?) He went to extremes; he bought barbells and spent long hours trying to develop his musculature and physical appearance to a more masculine image.	5 6	
In discussing his primary family (which I pointed out he had blocked out in his discussion), he thought his mother had contributed to his addiction unknowingly. Although he covered this up, it was apparent that he suffered from Oedipal conflicts. But he was unable to consider such a possibility and blamed his mother for being "seductive." He pointed out, for example, that after his [illegible]	4 2	

CASE: Carlos	Response	Comments
brother's death, she left $5.00 around for him each morning, knowing that he would use it to get off on drugs. He justified this on the basis that she was afraid he might get arrested, wind up in jail, and die like his brother before him. (He'd overdosed in jail.) There was evidence that she was overprotective and covered up for him in relation to his father, as well.		
Both parents were ignorant of drugs and unable to cope when they first learned about their sons' use. They reacted with anger and sadness, and the father once said to him, "Let me try it so I'll see what you find in it." Carolos said he told his father that "there was no way of generalizing about how anybody becomes a drug addict; it's very individual." There was no way of telling how anyone gets off on drugs, either, since this, too, "is unique and individual."	4	
Prior to this, his mother had consistently blocked out any knowledge of their drug use, although all the signs were right under her nose. Carlos said he felt especially related to his father and was his favorite; while his brother was his mother's favorite. His father was a rather strong person who worked in an unskilled factory occupation. He drank a great deal and could be termed a semi- or complete alcoholic--although he could stop himself when the occasion demanded. His nerves were not always up to par as a result, and he frequently argued with his son about his use of drugs, although he failed to see the similarity in his own use of alcohol.	5 4 8 2	
Although Carlos is not an overt homosexual, many things in his life have diminished his sexual drive, and to a degree, have made him vulnerable to the kind of street life he's been exposed to since he came from Puerto Rico as a young child. He had great difficulty learning English, and generally has very little understanding of the American scene. He tends to fall asleep when things get too complicated for him. . . and they often do! Though he went to high school, he can barely read English and cannot read Spanish at all.	2	
I overheard two older addicts insist once that he stop using drugs because he just didn't have the caliber to be an addict! They informed him in no uncertain terms that he was just too stupid, weak, and cowardly; and they argued that if he had any sense at all, he'd stop using drugs. Carlos is the sort of person who will get a job, and when he comes home with the pay on Friday night he will be jumped by addicts and forced to give up part or all of his money. He will bluster and threaten, but no one will take him seriously, least of all himself.	8	

CASE: Carlos	Response	Comments
At home nowadays, Carlos finds that his father is down on him and scornfully regards him as an inept nuisance who may steal the family tape recorder or his father's watch and pawn them rather than steal on the outside where the chance of being arrested is much greater. The father will rant and rave and threaten to have him arrested, but in the end be dissuaded by Carlos' mother who has always (as he says) spoiled him.	4	
Carlos describes the process of becoming an addict as one of being gulled into a pattern he knew nothing about by someone who played upon his desire to be important. Nobody thinks Carlos is important; and he's found that, at most, he can get a small measure of respect from a girl by using his good looks. But even that's gotten him into trouble. It once ended up with an unexpected pregnancy, and to make things worse, the mother of the girl involved did not like his dark color and spread around scandalous rumors about him.	6	
After a number of tries, Carlos stayed off drugs for several months, first under the pressure of the law and later under the influence of a girlfriend. However, when she left him, he ended his period of abstinence and started the downward spiral again.	8	

SAMPLE CLIENT CASE HISTORY

Puerto Rican History & Culture

CASE: Carmen	Response	Comments
According to Carmen, she has been a drug addict for five years. She has two brothers, both are drug addicts, but the younger has not used drugs in two years, and has moved out of the state to get away from the drug scene. Her parents are living together. They are aware of their children's use of drugs. The mother is very passive, yet very strict. The father, formerly a boxer in Puerto Rico, is now a longshoreman. Fifteen years ago, the mother worked as a garment sorter; but she hasn't worked since then because she is illiterate and cannot speak English. "She is a typical Puerto Rican housewife," as Carmen puts it, "All her life she's been in the house, taking care of us children. She's been brought up that way, in the house." Her mother has been married four times. She had three daughters by her former husbands, but all the children died. With Carmen's father, she has borne three boys, all of whom died as babies. The two brothers she now claims are from another woman when her father remained behind in Puerto Rico many years ago before he could join his wife and baby daughter (Carmen) in New York.		
Growing up, Carmen was a beautiful young woman.		
Her father was afraid to send her to the local high school because he feared her good looks would get her into trouble and she'd lose her virginity. But he agreed to let her go, because she had been a good girl and knew how to protect herself. (He'd taught her how to box.) Carmen	6	
began to hang out at lunchtime in the corner candy store and meet other young people. Two boys her	6	
age began to court her, but she repulsed their advances at first, because they were white Puerto Ricans (she is dark) and she wanted to finish	4	
school. Most important, she said, "My father would kill me if he knew I was going out with boys." Johnnie, the leader of the group finally convinced Carmen to go steady. When her mother found out,	7	
she saw this as a threat to Carmen's virginity, and became hysterical, slapped her several times,	2	
and told her she was acting like a common puta (whore). Carmen was severely humiliated. After that, she was only allowed to see Johnnie under the strictest conditions.	6	
They continued to see each other secretly;		
Johnnie went to work and bought Carmen a set of wedding rings. When her father found out, he made	4	
her mother take them away and scolded her in front of all her peers. Carmen reacted by cutting school. She talked Johnnie into having inter-	6	
course with her, thinking that then they would have to get married. Her mother caught them	5	

CASE: Carmen	Response	Comments
in the stairway and a mele resulted. Carmen came to blows with her mother (a mortal sin in her eyes) and ran away with Johnnie.		
After they were married, Johnnie and Carmen went to live in a hotel room with a friend of his who was hiding out from the police because he'd just finished "cutting a man's face." He liked Johnnie very much, and he didn't want Carmen's father to find out about him. So every day he paid five dollars rent for the hotel room they were staying in. . . plus providing most of their food.		
Johnnie went out and found another job in the garment center. He was only making $50.00 a week, and he hated the work. He also didn't want to leave Carmen alone in the hotel with his friend. He didn't trust him; he told Carmen that his friend was a sex maniac and that he was "looking at her too much." So he got in touch with a Cuban woman that his family knew and they moved in with her.	3 6	
Carmen felt the Cuban lady likes her very much. But, as she put it, "I was ashamed, because I was the only dark one inside her apartment. Everybody else was white, including Johnnie and I was dark complexioned, and I felt embarrassed and ashamed of myself, because I was very ignorant at the time. I didn't know that white people can really care for dark people. I thought they didn't like us."	7	
But after a while, Johnnie got restless again and they moved in with other friends. They were using drugs. . .and Carmen learned later they were selling too. . .the hard way. They were all busted one night. They took Carmen in too--they didn't believe she really was innocent and as surprised as could be. Jail was a humiliating experience for her. It was days before she was out. Apparently it was like that for a long time--moving from one place to another. . .picking up whatever work came along. Finally Johnnie got a regular job in a warehouse loading freight.		
Carmen continued her story this way:		
"We had been married for five years, and I was twenty-one when I went to dope. It was after the second child was born. Sometimes Johnnie would come home from work happy, and sometimes he would start a fight with me. And I'd answer him back. Then he'd hit me, and I'd hit him back, because that's one thing I never stood for: getting hit.	6	
Sometimes we fought because Johnnie was very jealous. Just one week after I had my second child	5	

CASE: Carmen	Response	Comments
and got out of the hospital, we needed more money and I went to work at a photo studio in order to help him out. I don't know why he was jealous of me. He had no reason. . .I never went out with	6	
other men. I went to work early, and as soon as I finished, I would come home to my children. After my second child was born, I moved into the Lillian Wald projects. I'll never forget it,	4	
because I had an apartment of my own for the first time in my life. That's why I went to work, to have everything I needed—because I've always wanted to have everything expensive and good for my own.	5	
One day Johnnie accused me of making a date with a boy he saw me talking to in the street. The boy	6	
only wanted a job at the place where I work. I said, 'Goddamnit, Johnnie, you're always fighting. . .you're always jealous. Maybe if I do the wrong thing you'd be happy, right?' Just because I said that, he slapped me in the face. And wow, baby, I let him have it! He got mad and punched me in the stomach. It wasn't even forty days since I'd had my baby, and I had to bend down, because I couldn't even breathe. When I got up, I kicked him in the middle of the legs. He started screaming and throwing everything around the house. He tore off my clothes, so I had to run through the street in my slip to get to my father's house, four blocks away. I was bleeding from my stomach, cars were stopping, but I just kept on running."	5	

SAMPLE CLIENT CASE HISTORY

Puerto Rican History & Culture

CASE: Ramon	Response	Comments
Ramon, a pleasant-looking rather chubby, twenty-eight year old man, had come to the center for drug abuse counseling.		
He began by saying that he came to this country from Puerto Rico when he was still a baby and lived in the "Barrio" at 110th Street and Madison Avenue. This is a very rough neighborhood; but his parents had no choice, since they were quite poor at the time. When Ramon was ten years old, his father passed away and life became doubly hard. He missed his father, with whom he had been rather close. His mother had to spend her time working, so he had nobody around and little supervision for most of the day. His mother paid another woman to take care of him, but half the time she didn't show up or she let him do whatever he wanted.	4 5 6	
When he was twelve, a crisis occurred for him when he learned for the first time that these were not his real parents, but rather a maternal aunt and her husband. This aunt had been unable to have children of her own, and his natural parents had surrendered him to her "even before he was born." Ramon's natural father had been a Nationalist in Puerto Rico and on the run all the time, so that it was inconvenient for them to have a child then. Later, however, they had two children; but they made no effort to get him, which he resented. He thought that he must have been a bastard, or at least unloved, for them to have given him away when he was born. When his natural parents moved to New York, they found it necessary to live with the aunt for a while. The conflict grew in Ramon's mind while they were in the same house. He looked to his aunt as his real mother. . . but he was uncomfortable about it.	4 5	
A psychiatrist suggested that Ramon had felt abandoned, and this might be a factor in his addiction. But he was not sure this was true. Ramon reported that he began using pot because it gave him a "social feeling."	2	
Unsupervised and on his own so much as a boy, he wanted especially to be identified with the older "heroin boys," to be part of, and accepted by them. They were important, respected. . . they had the clothes and the girlfriends.	6 5 4	
After high school, Ramon entered the Navy. He began getting into drugs more in the Navy and eventually got busted in a drug-related scrape. His naval career ended, he returned to New York		

CASE: Ramon Response Comments

where his troubles multiplied. Ramon tells it this way:

"Seems like I couldn't get used to workin' on
shore, because I was so used to sailing for five
years, and that was all I knew, how to work at
sea. And now I find myself working eight hours 3
a day over here, and the demand on me was so
strong. . .and I wasn't getting paid enough money, 7
and I don't see no consideration from the bosses.
Maybe I was workin' for the wrong people, I
don't know. Anyway, at that time, if you're Span- 1
ish, and there's a job open for you, you're
supposed to work the fingers to the bone. . .without
no consideration, like if you was a work horse,
or something! And I noticed this attitude and
bein' that my fellow. . .uh. . ."citizens". . .
us. . .(laughs). . .my own Spanish-speaking
people, we were bein' treated in such a way--
they couldn't say "boo" because they didn't even
know the language. And it just so happens that I
worked for quite a few factories that had people
that came from Puerto Rico and different places
and didn't speak English at all, and they were
workin'for few dollars, they wasn't getting paid
half the time. Actually, the type of product
that they came out with, they wasn't getting paid
as they should--I don't think it was fair.

I'm not used to working like this, eight hours
and not makin' enough money. On board ship I
was makin' enough money. I wasn't workin' eight
hours either. I was gettin' consideration and I
was. . .I even had retirement. I could foresee
retirement if I had stayed on at twenty years,
just like other civil working employees. I had
those benefits or somethin. . .and now I find
myself that I messed up my record. I can't go
back to the sea; the army base didn't want me
either. I sent an application when I came out
of Riker's Island the last time, and they send it 6
back 'Sorry, we don't have any place open. . .
for your type of work. Please try to find employ-
ment someplace else.' Politely they told me they
didn't want me and they marked down on my
application. . .marked a circle around the ques-
tion that says 'Have you been arrested?' and they
say I was arrested, on the appliation. So they
won't take me any more. . .it's out, the govern-
ment is out; I took my retirement pay, which I
had there, and that did it. I'm not connected
any longer with the army base. Now I have to
shift over here, with the city, and I have to
cope with city life."

MODULE XII

WRAP-UP, ASSESSMENT, EVALUATION, & CLOSURE

TIME 1 1/2 hours

PURPOSE: There are four major purposes of this module:

- to wrap-up the discussion of the material and explore any areas that were not covered in the program,
- to give the final assessment,
- to have trainees evaluate the program in a written and/or oral form,
- to say farewell to the trainees.

TRAINING RESOURCES

Final Assessment Form

Evaluation Form

TRAINING STRATEGY

Wrap-Up - 30 minutes

Go over the main points of the program, stressing the importance of knowing and understanding the issues covered in this program when working with Puerto Rican Clients. Ask trainees if there are any other questions or areas not explored during the program which they would like to bring up. If there is time, solicit discussion on how trainees will use what they have learned, on the job.

Final Assessment - 35 minutes

Pass out the final assessment, stressing that trainees can use this as a self-assessment tool to check their understanding of what they learned during the program. Allow trainees 30 minutes to complete the test, then take 5 minutes to go over the answers, so trainees can receive feedback on their performance.

Evaluation of the program - 25 minutes

Have trainees evaluate the program in a written and/or oral format. An evaluation form has been included with this manual (pp) for your use, or you may wish to design your own. For a discussion on possible evaluation strategies, see pp. 158.

Closure

Bring the program to an end and thank participants for their hard work. Say good-bye to the trainees and allow them a few minutes to say farewell to each other.

PURPOSES OF EVALUATION

INTRODUCTION

There are many types of evluation, from the traditional paper and pencil tests to simply asking people questions or observing. Each type has certain advantages and disadvantages in helping to answer the kinds of questions we may have about a training program or any other event. Whichever method is chosen, it should be remembered that evaluation is necessary to insure the continual delivery and development of high quality programs.

Looking at the purposes of evaluating a training program, evaluation can be seen as important for several reasons

IMPORTANCE OF EVALUATION

1. To Assess Trainee Learning

The primary goal of any training program is for participants to learn certain facts, skills, etc. that are assumed to be useful to them in the future, typically on their jobs. Whatever a trainer does during a program is guided by this goal. The fundamental question a trainer needs to ask, then, is, "Was this program successful in achieving its goal?" One of the key purposes of evaluation is to help answer this question.

2. Trainee Attitudes

It may be a cliche, but there is considerable truth to the saying that unless a person values something she/he is unlikely to use it. What this means in terms of training is that if participants do not see the relevance and utility of what they are learning, they are probably not going to apply this training to their jobs. Consequently, evaluation can and should include measures of trainee attitudes towards the program, i.e., did it meet their needs, do they expect to use what they have learned, how will they use it, etc.

3. Program Development

Here we move from asking "What did they learn?" to looking at "Why did they learn, or perhaps, not learn?" This necessitates gathering information about the program itself, its strengths and weaknesses. Evaluation can be structured to provide this type of feedback by determining participant reactions to the way the program was conducted. For example, was there too much material, enough practice, clear presentations, sufficient time? Was the training strategy appropriate to the group, to the material, etc.? Feedback of this type is crucial to understanding the reasons behind participant learning and for the continual improvement of the program.

4. Accountability

Trainees and the institutions supporting training have a right to expect effective programs. Effectiveness can be looked at in two ways. One, are participants actually learning from the training program and secondly, are they able to use what they are learning on the job? This second aspect deals with questions of worth and relevance, i.e., what are the payoffs for the investments of time and money needed for training? Evaluation can provide information to answer this question.

5. College Credits for Training Experience

More and more colleges are offering participants the possibility of obtaining college credits for training. Educational institutions typically demand some evidence of learning, and evaluation procedures are needed to provide this.

EVALUATION QUESTIONS

In essence, evaluation of training is basically a process for collecting information that will be helpful in answering a series of questions, the main ones being. . .

1. How successful was the training program in achieving its goals? What did participants learn?

2. What are trainee attitudes towards the content of the program? Do they value it, expect to use it?

3. Why did trainees learn and/or develop certain attitudes? In other words, what parts of the program contributed positively or negatively to participant learning and attitudes?

4. How should the program be conducted in the future; what, if any, changes are needed?

Two evaluation instruments have been developed in order to answer these questions for the training program Puerto Rican History and Culture. The following sections will discuss these instruments and the evaluation plan for this program.

CONTENT TEST OF PARTICIPANT LEARNING

INTRODUCTION

A 17-item post-assessment has been designed to determine if trainees have learned the material presented during the two day program (see test following this description). As you will see from examining the test, the questions cover all the areas presented in the program and are of varying types ranging from those asking for simple recall of information to those asking for the application of the information to practical situations. The test should be given out at the end of the program allowing participants approximatly 30 minutes to complete it. The kind of information you will get and trainee attitudes towards the test will depend heavily on the manner in which it is administered. Consequently, the following procedure should be carried out.

PROCEDURES

1. Explaining the Purpose of the Evaluation

It is usually preferable to inform participants ahead of time that they will be receiving some form of evaluation. This can be mentioned during the first session and/or in program announcements. It will be important to stress that the test really functions as a self-assessment tool through which the trainee can determine how much she/he has learned. It should also be mentioned that the evaluation will *not* be used to make decisions about their passing or failing; but rather it will be used to obtain feedback on the success of the program. Of course, this may not be true in certain instances where college credit is involved and accommodations will have to be made in these cases.

2. Checking for Understanding and Asking for Questions

Make sure to ask if trainees have any unanswered questions about the assessment process. Sometimes a trainee may not fully understand some aspect of the process or she/he simply needs additional reassurance about the purpose of the test. Also, tell trainees that they can ask you questions during the test about directions or wording. Finally, let them know the amount of time they will have to complete the test.

3. Allowing Enough Time and Developing the Proper Atmosphere

Make sure that you allow enough time at the end of the program so that participants can answer the test in a relaxed manner. It is also important that you repeat the purpose of the evaluation before distributing the tests. This will reduce trainee anxiety. While deemphasizing theintent to evaluate the trainee, you should still encourage participants to make an honest attempt at answering all the questions so you and they can get an accurate determination of what has been learned. Besides allowing enough time, you need to make sure that there are no distractions (talking, noise, etc.) that could disturb trainees and interfere with their ability to complete the test. A quiet, relaxed atmosphere should be strived for.

4. Trainee Identification

It may or may not be important for the trainee to identify her/himself on the test. This will depend on the situation, ex. may be needed for college credit purposes. Unless needed, it probably is better that trainees remain anonymous since this will help reduce anxiety and support your claims that the test will not be used to determine who passes the program.

5. Answering Trainee Questions During Test

Trainees' questions about individual test items should be answered as long as this will not reveal the correct response and it is done quietly so that others are not disturbed.

6. Providing Feedback on the Test

After completing and turning in their tests, trainees should be given the opportunity to see a correctly answered exam. This procedure increases the learning value of taking the test because trainees receive immediate feedback on their responses and can learn the correct answers to those questions they got wrong. However, trainees should not be allowed to take home a copy of the test because such a policy would probably result in future trainees having access to the test prior to training. Soon the test could no longer be considered a reliable measure of learning from the training experience and a new one would have to be developed.

Puerto Rican History and Culture

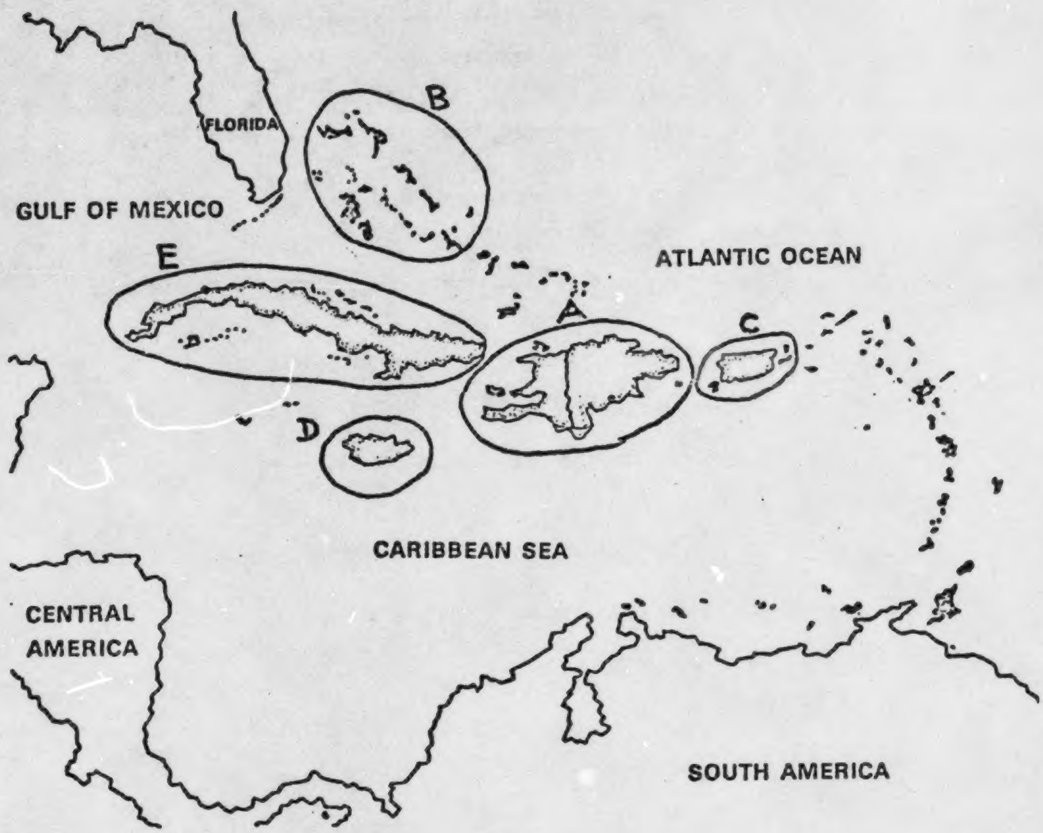
Post-Assessment

Directions: You will have about 20-30 minutes to complete this test. Please read each item carefully and follow the directions for answering the questions.

Name:______________________________ Date:__________________

A. Multiple Choice Questions - Circle the Correct Answer

1. In the U.S., the Puerto Rican woman has become the principal provider in some families because:
   - a) the woman usually has more education than her husband
   - b) it is usually easier for her to get a job than it is for her husband
   - c) generally she speaks English better than her husband
   - d) all of the above
   - e) a & b only
2. As a commonwealth of the United STates, Puerto Rico can:
   - a) make treaties with any nation
   - b) export goods to any nation
   - c) import goods from any nation
   - d) trade only with the U.S. and its allies
   - e) a,b,c,
3. The majority of Puerto Rican immigrants came to the United States:
   - a) to escape religious persecution on the Island
   - b) to work and save money to go back to Puerto Rico
   - c) because they would be able to collect welfare benefits
   - d) hoping to settle permanently in the U.S.
   - e) a & d only
4. Which of the letters correctly identifies Puerto Rico?
   - a) A
   - b) B
   - c) C
   - d) D
   - e) E


B
FLORIDA
GULF OF MEXICO
E
ATLANTIC OCEAN
A
C
D
CARIBBEAN SEA
CENTRAL AMERICA
SOUTH AMERICA

5. Operation Bootstrap was:

   a) a scheme to industrialize Puerto Rico

   b) a military base in Puerto Rico

   c) a tax incentive program to businessmen

   d) a mass education program

   e) a & c only

6. The Grito de Lares of 1868 was:

   a) a successful overthrow of the Spanish colonial rulers

   b) an event that marks the birth of the Puerto Rican nation

   c) a war of liberation against the United States

   d) the first military victory of the Taino Indians against the United States

   e) a & d

7. Emeteria Betances was:

   a) a mulatto who became a great separatist and abolitionist

b) the Spanish general who first brought African slaves to Puerto Rico

c) the Father of the Puerto Rican nation

d) the first Puerto Rican born man to become governor of the Island

e) a & c only

8. Some of the significant highlights of the 15 - 17th Spanish colonization of Puerto Rico were:

a) continual rise in slavery

b) formation of the class system

c) influx of immigrants from countries other than Spain

d) steadily rising growth of the Taino population

e) b & c only

B. Checklist Questions - For each question, check all that apply

9. Which of the following statements show that Puerto Ricans are adopting American culture and lifestyle? Check all that apply.

___ The role of the Puerto Rican woman is changing.

___ There is a growing disuse of Spanish by second generation U.S. born Puerto Ricans.

___ The extended family situation is not as common as it once was.

___ Puerto Ricans are having larger numbers of children.

___ Many more Puerto Rican females are entering college now as compared to 5 years ago.

10. Which of the following statements is (are) correct? Check all that apply.

Generally the American influence in Puerto Rico is viewed as having some benefits to the Island because it led to:

___ increased industrialization which helped raise the average income level.

___ better health care and sanitary living conditions, ex. sewage and water treatment.

___ greater political freedoms including the right to vote in all U.S. national elections.

___ more housing for low income families.

___ compulsory education which helped increase literacy.

11. Which of the following statements is correct? Check all that apply.

Puerto Ricans have special difficulty in dealing with the "race issue" in this country because:

___ favoritism given to light skinned Puerto Ricans over dark skinned ones frequently results in conflicts within the Puerto Rican community.

___ generally dark skinned Puerto Ricans do not identify themselves as being "black" although many in the white & black community see them this way.

___ Puerto Ricans are unaccustomed to the sharp distinctions made between races in the United States (white vs. non-white).

___ discrimination based on shade of skin does not exist in Puerto Rico.

12. Which of the following statements about Puerto Ricans is generally true? Check all that apply.

___ Puerto Rican addicts remain in treatment longer than most other groups.

___ Addiction among Puerto Rican females is accepted more than addiction among Puerto Rican males.

___ Female Puerto Rican addicts are more guilt ridden than male Puerto Rican addicts.

___ Of the abusing Puerto Rican population, a greater proportion come for treatment of drug related problems than for problems related to alcohol.

___ When returning from treatment, male addicts are more likely to be ostracized (not accepted) by their community than are female addicts.

C. Short Answer Questions - Write your answer in the space provided.

13. List the three main groups that contributed to the cultural, linguistic and racial formation of the Puerto Rican nation.

1. ______________________________

2. ______________________________

3. ______________________________

14. Most Puerto Rican men and women in the U.S. work in the service and operative areas (ex. factory workers, waiters, garment workers). Give three reasons why this situation exists.

1. ______________________________

2. ______________________________

3. ______________________________

15. It was difficult for many Puerto Ricans to adjust to the "American way of life" because it was somewhat different from their traditions, customs and way of life in Puerto Rico. List 3 differences that made it hard for them to adjust.

For ex. Since most early migrants came from rural areas of the Island, they had trouble adjusting to city life.

1. ____

____

2. ____

____

3. ____

____

16. Stereotypes are often based on a "Kernel of truth" (some facts that become overgeneralized and exaggerated). What is the kernel of truth in the following stereotypes?

a. Puerto Ricans don't want to learn English.

____

b. Puerto Ricans like to hang out on the streets.

D. Case History

Several parts of the case history you are about to read reveal problems that are common to many Puerto Ricans in the U.S. as a result of cultural and social factors. As you read the case, look for these problems and then follow the instructions at the bottom of the page.

Case History

Ms. G. is a 21 year old Nuyorican. She says she grew up feeling her mother didn't love her. Her mother was always going out and having a good time but she was very strict with her daughter and didn't allow her to go out also. Ms. G. says she felt "cooped up" and unable to enjoy the freedom other girls had. Her parents lived together but they were as good as divorced because "they didn't care for each other since the time I was born."

Ms. G. was born a week before her mother turned 16 and grew up feeling she must have been a burden to her mother who was too young to take care of her. Her mother once told he her that her father never looked at her until she was two because she wasn't a boy. He wanted a boy to carry on the family name. When she was fourteen Ms. G's parents decided to return to Puerto Rico and this upset her greatly. She decided to remain in New York and stayed with her grandmother throughout high school. She took academic courses in school because she wanted to be a nurse.

Soon after graduation from high school a crisis ensued. Her father had promised to give her money so she could go to nursing school. A time was set when he was supposed to bring her the money. However he didn't show up, and after a while she left with her friends. Her father did show up later and was furious that she wasn't there. When she returned he told her that he wasn't going to give her the money because she seemed to care more about her friends than him. Ms. G. felt terrible and told him angrily she wouldn't go to nursing school and didn't need his money. Her answers angered him even more, he hit her and left, telling her never to ask for his help again!

Ms. G. registered at a local college and worked nights as a bus girl to support herself. However, the expense became too great and she had to quit. She found it hard to get jobs. Some required more education than she had. Others required secretarial skills which she didn't have because she had taken only academic courses in high school. Finally, Ms. G. found work in bars and dance halls because that was all she could get. During this time she became acquainted with many people into the drug scene. At first she just used drugs "socially" with her new friends but soon found herself hooked. She reported feeling ambivalant about using drugs, that she liked them because they helped her "feel loose and free" but she also felt guilty about using them, especially because she had to engage in prostitution for a while to support her habit. A friend had suggested she come to the treatment center because they might be able to help her.

Question 17

Write down two of the problems you have identified in the case history and indicate the social and/or culture factors connected with the problem.

Ex. Problem: Ms. G. felt "cooped up" as a girl and unable to enjoy the freedom that other girls had.

Cultural Factor: This reflects the belief by many Puerto Ricans that females must be restricted before marriage to make sure they remain virgins.

Problem 1. ____

____

Social/Cultural Factors ____________________________

____

Problem 2. ____

____

Social/Cultural Factors ____________________________

____

____

POST-ASSESSMENT ANSWER KEY

ANSWERS

1. b
2. d
3. b
4. c
5. e
6. b
7. e
8. a
9. X X X ___ X
10. X X ___ X X
11. X
12. X X X ___
12. ___ X X ___
13. Spanish
    Indian
    Black (African)
14. Racial discrimination
    Language problems
    Poor education (lack of skills)
    etc.

15. a) Extended family situation not as common in U.S. Living conditions and necessity for mobility make it difficult to maintain this in U.S.

b) The male-female relationship is typically different in the U.S. Women here are allowed to be more assertive, independent.

c) Necessity for both parents to work because of economic considerations. Women in Puerto Rico usually don't work outside the home while this is commeon in the U.S.

d) The agricultural setting of Puerto Rico is very different from the urban-industrial settings of the Northeast and many parts of the U.S.

e) Puerto Ricans' native tongue is Spanish while the U.S. language is English.

f) Sharper distinctions made here between races (white vs. non-white). As a result many Puerto Ricans have to face more overt racial discrimination in the U.S.

g) Change from tropical climate of Puerto Rico to temperate/colder climate of many U.S. cities. Less "outside" activities are possible as a result.

h) Etc.

16. a) Many Puerto Ricans don't see a need to learn English because they expect to return to Puerto Rico at some time in the future. Also, speaking Spanish is seen as a part of their cultural identity and as such is a source of pride. As a result they sometimes resist learning English.

SCORING AND ANALYZING TEST RESULTS

INTRODUCTION An answer key has been provided for your convenience. Several possible answers have been listed for those questions where there are many acceptable responses. These lists are not exhaustive and the trainer may want to consider other answers as correct.

SCORING The scoring differs for each question type as follows:

Total Possible Points

1. Multiple Choice Questions (#s 1 - 8)

Trainee receives one point for each correct answer. 8

2. Checklist Questions (#s 9 - 12)

Trainee receives one point for each option correctly checked (X) or left blank. 20

Each of the questions in this section has 5 options which are graded as if they were 5 true-false questions. The maximum score on any question is therefore 5.

To score, look at each option and determine if the trainee has checked (X) it correctly. Note, this means a trainee is right if she/he leaves an option blank when it should be left blank. Conversely, the trainee is wrong if she/he checks an option that should have been left blank. The following table can help you in scoring these questions.

Option Should Be:	Trainee:	
	Checked (X) Option	Left it Blank
Checked (X)	Correct Answer	Wrong
Left Blank	Wrong	Correct Answer

3. Fill-in Questions (#s 13 - 17)

Trainee receives one point for each part of a fill-in question with an acceptable response. 15

43 Total

ANALYSIS OF TEST RESULTS

Once the tests have been graded the results can be used to pinpoint problem areas in trainee understanding and probably in the delivery of the related material. For example, if you find many trainees pick the wrong response it may be that the delivery was inadequate in this area and therefore trainees didn't understand the material. Also, examining the wrong choices trainees pick can give you a clue to the nature of misunderstandings as well as indicating there is a problem.

Summarization of trainee responses needs to be done differently for each type of question.

SUMMARIZING MULTIPLE CHOICE QUESTIONS

Multiple Choice Questions

The following table should be constructed to summarize trainee responses to these questions.

Questions	Response Options a	b	c	d	e
1	///	𝍸 ///	/	//	/
2					
etc.					

Examples of the pattern of 15 responses to Question 1

For each trainee you indicate the responses she/he chose, thereby filling in the table. Then by examining the pattern of responses you can determine which questions trainees seemed to have trouble answering. As a rule of thumb, if less than 75 per cent of trainees answer a question correctly it might be wise to review the presentation of this material to determine if and where a problem in delivery may have occurred. In addition, by looking at the wrong options chosen you can sometimes uncover common misunderstandings and aim to prevent these in future programs.

SUMMARIZING CHECK LIST QUESTIONS

Check List Questions

To begin with, these questions can be viewed as a series of true-false questions since in each case the trainee must decide whether an option is correct or not. Consequently a table can be set up as follows with options being labeled a - e even though they are not lettered as such on the test. A separate table is needed for each question, an example which is as follows:

Question 10

Response Options	Right	Wrong
a.	𝍸 ////	𝍸 /
b.	///	𝍸 𝍸 //
c.	𝍸 𝍸 ////	/
d.	𝍸 𝍸 //	///
e.	𝍸 𝍸 𝍸	

Sample of the pattern of 15 responses to checklist options a-e for Question 10. Option b should be investigated because 80 per cent of the respondents answered incorrectly.

The table is filled in by indicating for each option whether or not the trainee checked it appropriately. Recall that this means a trainee is right if she/he leaves an option blank when it should be left blank. As discussed with multiple choice questions, the pattern of trainee responses can be used to identify misconceptions and possible problems with delivery. The 75 per cent rule of thumb is also applicable.

SUMMARIZING FILL-IN QUESTIONS

Fill-In Questions

A summary table is inappropriate in this case. Rather, the trainer should read and review the answers given to see if there are any shared misconceptions or questions that many trainees seemed to get wrong. This should be sufficient to reveal problem areas.

TRAINEE ATTITUDES AND PROGRAM EVALUATION

PROGRAM EVALUATION

A short two page evaluation form has been designed to gather information on trainees' reactions to the program, both in terms of its utility and in regards to the delivery itself. As you can see from the form (following this description), questions 1 - 3 address the questions, "What do participants feel they got out of the program ?, " "Did the program meet the trainee's needs?" and "What changes do trainees expect to make in their behavior as a result of this training?". Responses to these questions can provide valuable information about the relevancy of the program and possible long term effects. Answers to the first question on "problems with Puerto Rican clients" can also be used as a needs assessment for future programs because it reveals the kinds of problems trainees seem to be encountering.

Questions 4, 5, 7 and 8 are specifically designed to provide feedback on trainee reactions to particular aspects of the program. Information from these questions can be used for the purpose of program evaluation. Question 6 provides an indication of trainee attitudes by asking how many would recommend the program to others and why. Question 9 asks the trainees to rate the quality of the trainer(s). A trainer may want to supplement this rating with oral and/or written requests for additional feedback. Finally, question 10 is open-ended and asks for any other comments or suggestions the participants may have.

This form takes about 15 minutes to complete and should be handed out after the trainee finishes the test. The trainer's attitude in presenting the evaluation form is crucial to the quality of the feedback he or she is likely to receive. It is important to emphasize that honest positive and negative feedback is desired. Trainees should also be asked to make their feedback as specific as possible. Otherwise it's utility will be diminished.

Puerto Rican History and Culture

Location of training ______________________ Date ______________________
(city)

INSTRUCTIONS: PLEASE COMPLETE ALL QUESTIONS. TRY TO BE AS SPECIFIC AS POSSIBLE.

1. List 2 problems you have had in dealing with your Puerto Rican clients.

   1. ______________________

   2. ______________________

2. Explain how you expect to use the information/skills you have received in this training program to help you deal with each of the above. Please be specific.

   For problem 1. ______________________

   For problem 2. ______________________

3. Do you expect to make any other changes in your approach to dealing with your Puerto Rican clients as a result of this program? What are they? Please be specific.

4. What were the two best aspects of this training program? Please be specific.

5. What were the two worst aspects of this training program? Please be specific.

6. Would you recommend this program to others in your agency?

   ___Yes ___No

   Why or why not?

   ____

6. (continued)

____

____

____

7. Below are listed different presentations, discussions and activities that were included in this training program. Please rate the usefulness of each of these in helping you learn by checking (X) the appropriate space.

	Poor					Excellent
A. Exercise on stereotypes & myths	___	___	___	___	___	___
B. Slide presentations on geography, history & culture of Puerto Rico	___	___	___	___	___	___
C. Discussion on racism	___	___	___	___	___	___
D. Lecture on industrialization, migration and the employment situation of Puerto Ricans	___	___	___	___	___	___
E. Lecture on the Puerto Rican family	___	___	___	___	___	___
F. Tape on "Puerto Rican Music"	___	___	___	___	___	___
G. Poem on the Puerto Rican "Obituary"	___	___	___	___	___	___
H. Client Case Studies						
a. Identifying and analyzing critical issues	___	___	___	___	___	___
b. Discussing alternative interventions	___	___	___	___	___	___
I. The test given	___	___	___	___	___	___
8. Please rate the overall training program	___	___	___	___	___	___
9. Please rate the staff of the program						
______________________	___	___	___	___	___	___
______________________	___	___	___	___	___	___

10. Any other comments on the content of the program, including suggestions to the trainer(s) concerning how the material is presented?

____

____

____

____

____

____

SCORING AND ANALYSIS OF RESULTS

SCORING & ANALYSIS

Blank summary evaluation sheets have been provided (at the end of this section) for your convenience. You can use these sheets to organize and summarize the results of the responses on the evaluation form. Questions 1 - 5 and 10 on the evaluation form all need to be summarized in the appropriate places on the summary sheets. Question 6 necessitates calculating percentages as well as summarizing trainees' comments. Means (arithmetic averages), as well as percentages, need to be calculated for questions 7 - 9 and these figures should be listed on the third sheet as indicated. Once this has been done you can use this summary to help in understanding trainee reactions to the program and can make whatever changes are necessary.

EVALUATION SUMMARY

Trainees were asked to list 2 problems they have had in dealing with Puerto Rican clients and how they expected to use the information/skills they received in this training program to help them deal with these problems. The following table summarizes their responses.

PROBLEMS LISTED	EXPECTED USE OF INFORMATION/SKILLS TO DEAL WITH PROBLEM

EVALUATION SUMMARY (continued)

PROBLEMS LISTED	EXPECTED USE OF INFORMATION/SKILLS TO DEAL WITH PROBLEM

EVALUATION SUMMARY (continued)

Different presentations, discussions and activities that were included in this training program are listed below. The table summarizes the trainees' ratings of the usefulness of each of these in helping them learn. Ratings of the trainer(s) and the course as a whole are also summarized.

Questions	No Response	Ratings[1]						
		Poor 1.	2.	3.	4.	Excellent 5.	6.	Mean
A. Exercise on stereotypes & myths.								
B. Slide presentations on geography, history & culture of Puerto Rico.								
C. Discussion on racism.								
D. Lecture on industrialization, migration and the employment situation of Puerto Ricans.								
E. Lecture on the Puerto Rican family.								
F. Tape on "Puerto Rican Music"								
G. Poem on the Puerto Rican "Obituary"								
H. Client Case Studies								
a. Identifying and analyzing critical issues.								
b. Discussing alternative interventions.								
I. The test given								
Overall Training Program								
Staff of the Program:								

---

[1] Percentages may not equal 100 due to rounding error.

EVALUATION SUMMARY (continued)

1. Summary of other changes trainees expect to make in dealing with their Puerto Rican clients.

2. Summary of the aspects of the training program most frequently listed as the TWO BEST.

3. Summary of the aspects of the training program most frequently listed at the TWO WORST.

4. Recommendation of this training program to others in trainees' agencies.

   ___Yes ___No

   Summary of reasons listed by trainees.

5. Summary of other comments.

OTHER POSSIBLE TYPES OF EVALUATION

OTHER TYPES OF EVALUATION

The two instruments developed for this course provide one way of evaluating the programs. Depending on trainer needs and the time available for evaluation and instrument development, some of the following types of evaluation could be substituted or added.

1. Needs Assessment

A written and/or oral evaluation could be done prior to the beginning of the program to determine trainee needs. Based on the needs identified, the trainer could make modifications in the delivery of the program, emphasizing certain parts over others, adding information, etc.

2. Trainer Reaction Log

A written record could be kept of the trainer's feelings and thoughts as the program progresses. Trainer reactions could then be compared to those of the trainees or to other trainers if more than one is involved in a delivery.

3. Observers

An unbiased observer can be asekd to sit in during one or more parts of the program to provide a different viewpoint from an uninvolved spectator. The observer could be asked to focus on certain aspects (e.g., clarity of a presentation) or could simply give overall reactions.

4. Ongoing Evaluation

Rather than waiting to the end of the program, the trainer might want to conduct written and/or oral evluations of parts of the program as they are occurring. The advantage of this technique is that usually one can obtain more information about the program aspect being considered than could be gotten from a final evaluation at the end. This is because the trainee is in a better position to recall the specific reasons for his/her reaction the closer the evaluation is to the actual activity being considered. Also ongoing evaluation allows you to make modifications while the program is still in progress instead of having to wait for the next offering.

OTHER TYPES OF EVALUATION

5. Follow-Up

The information collected on the evaluation forms could be used as a basis for a follow-up study of long term effects. After a period of time the trainer might want to contact trainees to see if they have made the changes in their behavior that they expected to. Trainees are also in a better position to say how useful the information has been to them on their jobs. Standard techniques for this kind of follow-up include mailing questionnaires, phone interviews or visits to the trainees' agencies.

As this discussion indicates, evaluation can be used in a multitude of ways to assist the trainer in gathering the information needed to make informed decisions.

DEVELOPMENT OF THE PROGRAM

ORIGINAL FORMAT The Puerto Rican History & Culture program has been offered throughout New York State twenty or more times over the last two years. During that time, the program has continuously evolved in response to learner feedback and program evaluation results. The program as originally developed was two days in length (16 contact hours), involving primarily lectures and discussions around the historical and socio-cultural information being presented.

PHASE II In an effort to improve the effectiveness and to vary the presentation format of the program, six slide-tapes were designed and produced. The audiovisual programs added color and interest to the presentations, making historical factors in the development of the Puerto Rican culture more life-like and meaningful. The slide-tapes were reviewed by four trainers of the program, two of whom had done extensive work and teaching in this area. The programs were field tested with four consecutive training populations. Trainee reactions, responses, and feedback were sought (and learner responses on the post-assessment were checked) to determine the technical quality, effectiveness, and trainees' attitude toward this medium of presentation. The slide-tape programs proved to be more efficient, as well. It took less time to cover the same amount of information, more effectively, and with more satisfaction on the part of trainees. The scripts were revised twice during this field testing stage, and the final version of the slide-tapes were then produced.

PHASE III In the original program a limited amount of time was spent on discussion of characteristics and problems of Puerto Rican substance abusers at the conclusion of a day and a half of presentation of the historical and cultural information. Trainee evaluations and trainer observations both pointed to the need for an applied segment of the program that would (a) assist trainees in synthesizing all the information within the context of substance abuse treatment/intervention and (b) give practice in interpreting case histories, assessing needs, and considering alternative treatment/intervention plans for Puerto Rican clients. With the improved efficiency of the slide-tapes, it was possible to add a case studies activity to meet this need. This activity occupies six hours of the second day. The case studies were field tested with three consecutive training populations and, based on evaluation and direct feedback, revised twice.

THE LATEST DEVELOPMENTS The latest development of the program involved the addition of an advance reading assignment. A series of articles was chosen to provide greater depth and a broader perspective on the characteristics and problems of Puerto Rican substance abusers and on the implications for treatment.

The present program involves

- advance reading assignment
- 16 contact hours
- 6 hours of which are spent in applied case studies analysis and treatment planning.

PROGRAM EVALUATION REPORT

INTRODUCTION As already discussed, this program has been continually evluated since its inception. Trainees are given a general evaluation form after each offering which asks them to rate the overall program and specific activities within it in various respects. The form usually takes about 10 minutes to complete and contains both rating scales and open-ended questions. It has undergone several revisions since it was first utilized, the latest version is included in this chapter. This report will concentrate on summarizing the data from the last six offerings since the same forms were used. However, findings from data collected previously (before April, 1977) will also be included where applicable.

RATINGS As the table reveals, the program has received very high ratings from trainees on its informational value, interest level and usefulness. Though most programs are delivered in the New York City area, no differences were found in responses by trainees in upstate regions. This consistency of trainee ratings over time and different regions is important because it shows that the program has wide appeal and utility.

TABLE

Items	Overall Mean Rating for Program Offerings[1]					
	1	2	3	4	5	6
Interest Level of the Program	5.50	5.93	5.80	5.63	5.9	5.33
Amount Learned	5.50	6.00	5.80	5.43	5.9	5.33
Applicability of Learning to Agency Responsibilities	4.92	5.77	5.30	5.13	5.9	5.11
Fairness of Tests	5.82	5.93	5.50	5.21	6.0	**[2]
Overall Program Rating	5.50	5.86	5.60	5.47	6.0	5.22
No. of Respondents	12	14	17	16	8	9

TRAINEE RECOMMENDATIONS One of the best indicators of the participants' reaction to a program is whether or not they would recommend it to others in their agency. A question to this effect has been included on every past evaluation form. Results show that allowing for those who failed to respond, there was a 100 per cent recommendation of the program by participants in all programs. This means that of the 237 trainees who answered this question over the last 18 offerings (june 1, 1976-October 12, 1977), every one said they would recommend the program to others in their agency. This overwhelmingly positive response is testimony to the need and value of this program.

THE BEST & THE WORST Participants in each offering were also asked to comment on the two best and worst aspects of the program. In general they listed the best aspects as those pertaining to the cultural lifestyle of the Puerto Rican family and the historical aspects that directly contributed to the present social situation of this group. Recently trainees have responded very favorably to the inclusion of the case studies which help them to apply their new learning to situations comparable to those they face in their jobs.

Program aspects cited most often as the worst involved the brevity of the program and the limited activities concentrating on application. The recent addition of the case histories, the condensation of the historical material and the two-day format have all been instituted to deal with these problems. Trainee responses on the last few evaluation reports have reflected the positive effect of these modifications.

THE PRESENT EVALUATION FORM

The current version of the general evaluation form has only been administered once. It was designed to gather more specific information about the kinds of changes the trainee expects to make as a result of the program. It asks the participants to indicate how she/he expects to use the new information and skills to deal with some of his/her existing problems with Puerto Rican clients. It then asks for any other changes in behavior expected as a result of the program. The remaining questions are comparable to those given in the past and deal with ratings of specific program aspects, the trainer, etc.

Trainees listed a variety of problems and expected uses of the training in relation to their work. Expected usage included specific changes such as learning more Spanish, using same-sex counselors with Puerto Rican clients and disseminating information to other staff members. Most frequently, trainees reported that their increased understanding of the cultural and historical background of the Puerto Rican people would help them to be more sensitive to potential problems and conflict areas which, in turn, would facilitate more effective interventions on their part.

TEST DEVELOPMENT REPORT

BACKGROUND

As part of the evaluation procedures for this program, trainees were given a short content test (post-assessment) consisting of 12 multiple choice and fill-in questions. Though participants performed well on the test, it was felt that several of the items were misleading and that it was not comprehensive enough. After two revisions and field testing, a finalized version of the test has been developed which is included in this manual.

DESCRIPTION OF THE TEST [3]

The test takes about 30 minutes to complete and has 17 items falling into four categories as follows:

1. Multiple Choice - (8 items)
2. Checklist - (4 items)
3. Simple fill-in asking for recall of information - (3 items)
4. Complex fill-in asking for higher level reasoning and analysis - (2 items)

Fill-in questions were included because they are more effective in measuring certain levels of knowledge than multiple choice or checklist type items. Though this sacrifices some ease in scoring, it allows for a better assessment of trainee learning.

Test items were written to address all the overall learning objectives of the program. The aim was to have a comprehensive test with an appropriate balance of questions concerning historical and cultural information and their implications for the client. The chart that follows shows the item-objective correspondence scheme.

ITEM - OBJECTIVE CORRESPONDENCE

Post-Assessment
Item - Objective Correspondence

Items	Learning Objective [4]
16	1. Stereotypes and myths
4	2. Geography of Puerto Rico
2, 5, 6, 7, 8, 10, 13	3. History of Puerto Rico
1, 3, 9, 11 14, 15	4. Migration to the U.S. - its cultural and social impact
17 (Case study)	5. Critical problems evidenced in case studies
12	6. The Puerto Rican drug abuser - special problems

Items were reviewed for accuracy by content experts in the field including the lead trainer for the program who also was involved in item writing.

FIELD TESTING

A first draft of the test was developed and given to trainees in a Puerto Rican History & Culture program on 10/12/77. After the test was administered, an evaluation specialist conducted a feedback session with trainees to determine reactions and problems with individual items. Based on this a few items were slightly modified to reduce ambiguity and one item was dropped.

A post-test only format was decided upon because of the inherent measure-

FIELD TESTING (continued)

ment problems of using a pre/post-test design for a program of such short length. Also it was felt that giving a pre-test would overburden the program with evaluation, thereby threatening its integrity. Despite this, it still seemed necessary to gather information about probably trainee entrance levels. A decision was reached to give the post-test to a demographically comparable group of trainees in another training program and make the inference that this group's entering knowledge was similar to that for the trainees in Puerto Rican History & Culture. The overall mean score for this pretested group could then be compared to the mean for the Puerto Rican History & Culture group to see what effect the program was having. Though this is not a true pre/post-test design, it still provides an indication of the amount of learning trainees received from the Puerto Rican History & Culture program. It was also felt that giving the test to this different group would be useful because it could be seen if the items were discriminating; i.e., trainees who had not taken the course should do poorly if the items were properly constructed.

As planned, trainees from a different program, Assessment Interviewing for Treatment Planning (AITP), were given the Puerto Rican post-test on November 1, 1977, after determining that they were demographically comparable to the Puerto Rican History & Culture (PRHC) trainees already tested. The results were as follows:

	AITP		PRHC
Overall Mean =	19.4	Overall Mean =	28.0
N =	17	N =	10

t = 2.48 significant at .05 level
Highest possible score = 32.

Though the overall means were significantly different, some of the items were found to be poor discriminators. The test was revised to minimize the effects of intelligent guessing and to reflect more of the second day's activities on case histories. The modified test was given to trainees in PRHC on 11/9/77 and to trainees in a different program (AITP) on 11/15/77. Again trainees were comparable on demographic variables. As before, results showed significant differences between the groups on the overall mean values as follows:

	AITP		PRHC
Overall Mean =	23.8	Overall Mean =	32.7
N =	17	N =	20

t = 2.92 significant at .01 level.
Highest possible score = 40.

The test included in the manual (described on pp. 213-14) is slightly different from the one discussed here since three more multiple choice items have been added and one fill-in has been deleted. These changes were necessitated by requirements imposed by the Office of Noncollegiate Instructions of N.Y.S. in order to obtain their recommendation for credit. The latest changes alter the test to better reflect the content of the course, including the advance reading assignment.

ENDNOTES

1. Rating Scale runs from 1 indicating low or poor, to 6 indicating high or excellent.
2. This item was deleted for the sixth delivery.
3. The test included in the manual (described on page______) is slightly different from the one discussed here since three more multiple choice items have been added and one fill-in has been depleted. These changes were necessitated by requirements imposed by the Office of Noncollegiate Instruction of N.Y.S. in order to obtain their recommendation for credit. The latest changes alter the test to better reflect the content of the course, including the advance reading assignment.
4. For complete objectives, see the Introduction of the Trainer's Manual (pp-______)

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